DOCUMENT RESUME

ED 282 884 SP 028 974

TITLE	Getting Started in the Secondary School. A Manual for New Teachers.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y.
REPORT NO	ISBN-88315-690-3
PUB DATE	86
NOTE	223p.
AVAILABLE FROM	New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Beginning Teachers; *Classroom Techniques; Lesson Plans; Secondary Education; *Secondary School Teachers; *Teacher Orientation; Teacher Responsibility; Teacher Student Relationship; *Teaching Methods; Time Management
IDENTIFIERS	New York City Board of Education

ABSTRACT

This manual, designed to assist the beginning secondary school teacher in New York City, focuses on practical day-to-day matters such as discipline, class management, clerical procedures, lesson planning and teaching. Advice is given on: (1) the first day and first week of school; (2) purposes and procedures for the homeroom class; (3) subject classes; (4) student and teacher routines; (5) discipline techniques; (6) daily lesson plans; (7) records, reports and forms; and (8) responsibilities, relationships, and rewards. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Getting Started in the Secondary School

ED202884

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A. Mitchell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Manual for New Teachers

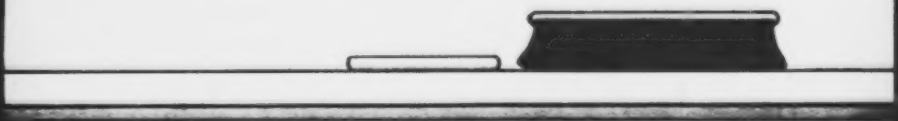
SP 023 974

2

New York City Board of Education

6-1-81

Getting Started in the Secondary School



A Manual for New Teachers

3

New York City Board of Education

New York City Board of Education

Robert F. Wagner, Jr., *President*
Irene Impellizzeri, *Vice President*

Gwendolyn C. Baker
Richard I. Beattie
Stephen R. Franse
James F. Regan
Edward L. Sadowsky

Nathan Quinones, *Chancellor*

Edward Aquilone, *Executive Director*
Division of Personnel

Nicholas A. Aiello, *Director*
Office of Planning, Development,
and Technical Assistance

Bernadette Pepin, *Director*
Bureau of Staff Development and Training

Robert A. Marchi, *Coordinator*
New Teacher Support Programs
Bureau of Staff Development and Training

Copyright ©1986
by the Board of Education of the City of New York

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn, N.Y. 11201. Reprint of any section of this material shall carry the line, "Reprinted from "Getting Started In The Secondary School" by permission of the Board of Education of the City of New York."

Foreword

Each year we have many teachers who begin their professional careers in our public schools. They have qualified for their positions by successfully completing a number of courses and by passing a license examination. However, experience has shown that new teachers need direction and guidance as well as orientation before the school year begins.

Getting Started in the Secondary School is designed to meet this need. Reflecting changes in theory and practice over the past few years, the manual for new teachers has undergone considerable revision and the process of revision will be ongoing.

These manuals have already established their worth. I am grateful to the many educators who contributed to the revision of this manual, screened this input and shared their expertise with the Bureau of Staff Development and Training in making possible its publication.

Edward Aquilone

Edward Aquilone
Executive Director
Division of Personnel

New York City public schools should order additional copies of this publication from the Bureau of Supplies.
ISBN NO. 88315-690-3 Curric No. 07-0000-80

Other persons and institutions may obtain copies of this publication from the Curriculum Editorial Unit of the Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, N.Y. 11201. See current catalog for price. For information, call (718) 596-4902.

It is the policy of the New York City Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, or sex in its educational programs, activities and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, New York 11201, or to Charles Tejada, Director, Office of Civil Rights, Department of Education, 26 Federal Plaza, Room 33-130, New York, N.Y. 10278.

Acknowledgements

This revision of *Getting Started in the Secondary School* has been a project of the:

Division of Personnel
Edward Aquilone, Executive Director

Office of Planning, Development and Technical Assistance
Nicholas A. Aiello, Director

Bureau of Staff Development and Training
Bernadette Pepin, Director and Project Supervisor

Project Coordinator:

Robert A. Marchi
Bureau of Staff Development and Training

Editorial Review Board:

Donald Del Seni
Principal

Edward B. Shallow
Intermediate School 227
Brooklyn

Noel Kriftcher
Principal
Seward Park High School
Manhattan

Lottie Taylor
Principal
A. Philip Randolph-
Campus High School
Manhattan

Sheldon Toback
Principal
John Ericson Junior High
School 126 Brooklyn

Contributors:

Angela Bazley
Deputy Director
Office of Bi-lingual Education

Leonard Chesler
Junior High School 127
Bronx

Hannah Hess
Chelsea Vocational High School Manhattan

Alan Irgang
Franklin D, Roosevelt High School Brooklyn

Samuel LaRocca
August Martin High School
Queens

Ken Orefice
Intermediate School 52
Bronx

Michael Serber
Forest Hills High School
Queens

Howard Solovay
George Wingate High School Brooklyn

Mel Wenk
Intermediate School 229
Bronx

Edith Wolfe
Director
Special Education Staff Development

Writers:

William Bassell, Teacher
James Madison High School
Brooklyn

Sherry Ostman
CIMS Communication Arts
Staff Development Manager

The actual production of this book was expedited by the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

Members of the Division who contributed to the process were:
Morris Freedman, Deputy Executive Director
Alaire Mitchell, Assistant Director Curriculum Research
Maureen Maguire, Production Coordinator

Jacket design and mechanicals are the work of Catherine Nunn.

Contents

Welcome 1

Chapter One: Your Start in Service 3
- Time to Get Ready 5
- Your First Day at School 9
- By the Time School Closes Friday Afternoon 13
- "Coming or Going," How to Prevent: "I don't know whether I'm. . . " 19

Chapter Two: The Homeroom (Official) Class 21
- Some Purposes to Keep in Mind 22
- Before You Meet Your Homeroom (Official) Class for the First Time 23
- Your First Day With Your Official Class 25
- Your First Few Weeks With Your Official Class 34

Chapter Three: Your Subject Classes 37
- The First Time You Meet a Subject Class 39
- The All-Important Second Day 52
- Your First Few Weeks With Your Subject Classes 58
- Special Programs to Meet Special Needs 75
- A Brief Glance Ahead 78

Chapter Four: Good Management 80
- Student and Teacher Routines 80

Chapter Five: The Road to Discipline 107
- Questions and Answers 109

Chapter Six: Your Planning and Your Teaching 119
- Daily Lesson Plans 119
- Component Parts of a Daily Plan— Your Blueprint for Teaching 121

Factors That Influence Your Planning and Teaching 142
From Planning to Performance 146
Variety, the Spice of Teaching 149
Practice Makes Perfect 153
Sample Lesson Plans—Various Subjects 154

Chapter Seven: Records, Reports, Forms
A Guide to the Perplexed 171
A Few Reassurances 171
Alphabetical Listing 173
Glossary 175

Chapter Eight: Three R's of Teaching—
Responsibilities, Relationships, Rewards 193
Your Responsibilities 193
Your Own Relationships 201
Your Rewards 206

Index 209

Welcome

...to our teaching profession!

...to the school and district where you are assigned!

...to the largest, most complex, most challenging city school system in the world!

All your new colleagues wish you well as you begin your teaching career. At the same time, we know how bewildering and difficult the early weeks of orientation can be. Fortunately you will have the direct help of your immediate supervisor as well as the cooperation of other members of the school staff. As an additional aid, we are giving you this manual.

THE PURPOSE of the manual is to assist you in getting started successfully. It has been prepared by a committee of experienced educators representing all levels of instruction. Our focus is on practical day-to-day matters such as discipline, class management, clerical procedures, lesson planning and teaching itself.

We hope that our emphasis on the practical will clarify rather than obscure the underlying goals and responsibilities of our profession. Our community is dedicated to a program of quality, integrated education. As members of the New York City school system, we are active contributors to the processes which will advance that program and thus improve our changing society. We recognize the problems but also the rich promise of our ethnic and cultural diversity. We respect the worth of the individual child, and do all we can to help children know and fulfill their true potential.

No publication, including this one, can take the place of your supervisors, your colleagues, the materials prepared in your school or your own resources and common sense. Nevertheless, whether as a supplement or as a basic frame of reference, these pages will serve you well if you use them wisely.

Familiarize yourself with the contents of this manual. Then, in accordance with your needs and with the support of your colleagues and the guidance of your supervisor, review and apply those sections which are of immediate relevance. Do not attempt to memorize or digest all the details; instead keep the manual handy for ready and constant reference.

We welcome you as a partner and wish you success in the months—and the years—that lie ahead. Good luck to you!

Chapter One:
Your Start in Service

As a new teacher, there may be times when you will need encouragement, moral support and pragmatic advice. With the aid of this manual, you should be able to anticipate, and therefore handle more confidently, many questions and situations which beginning teachers frequently encounter during their early days of service.

We suggest that you note the information given in this section carefully. Since some items relate specifically to the school in which you are serving, we have provided blanks for you to complete. Of course, add marginal comments or other notes freely. Most importantly, use the material! You should find it a helpful guide through these first difficult days of orientation and adjustment.

This section will assist you

- to prepare for your duties when classes actually begin.
- to make a good start with your *Homeroom* (Official) Class, if you are assigned to one.
- to make a good start with your subject classes.

Note that some terms (*Homeroom*, for example) are introduced in italics, and that a more detailed explanation of the individual item is offered elsewhere in this manual. Sometimes we provide a cross-reference to the page where a fuller explanation appears. If no cross-reference is made, try Chapter 7, "A Guide for the Perplexed," an alphabetical listing of important items (see p.171), or use the index at the back of this manual.

This procedure enables us to systematize our suggestions to you for your first days of service. You will be able to follow a sequence of items that are uncluttered with details, many of which may already be familiar to you.

We have also provided blanks for you to check (√) completed items as well as space here and there for additional notes of your own.

Time To Get Ready

Traditionally, New York City students return to school on the Monday after Labor Day. This means that you have only a few precious days (if you include the weekend) until you meet your first class. Assure yourself a good start by making maximum use of your preparation time now!

General schedule for the reopening of schools

The last week in August: Principals and Assistant Principals return from summer vacation. If you know to which school you have been assigned, you may wish to arrange an appointment with your supervisor for an orientation session.

Wednesday after Labor Day: All members of teaching staff report. This is your first official day of service.

> **Note:** Beginning the first day of classes, report to your school in accordance with your assigned time schedule. Many junior and senior high schools have more than one session, with teachers therefore due at varying hours of the morning. Until then, follow the time schedule on the circular issued by the Assistant Principal (Administration).

Officially, your regular *hours of service* (between "clock in" and "clock out" time and including lunch) are 6 hours and 20 minutes daily.

Opportunities for you to meet your new colleagues

During the first few days of the term, you will have many opportunities to meet your new colleagues. Typically, this time will include the following:

—A personal meeting with the principal and key members of school staff for general orientation.

—A personal meeting with the assistant principal or Chairman of your department for departmental orientation.

—A school-wide faculty conference to discuss goals and objectives and to disseminate information for the coming year.

—A department conference to discuss and explore instructional strategies and approaches for the coming year.

—Meetings with Grade Advisors and other key staff (e.g., transportation card coordinator, attendance coordinator) to perform clerical work necessary for the first day of students' return.

Additional time for your individual preparations. See below for more details about your orientation and conference schedule. Aside from these requirements, your time in school should be used to maximum benefit to prepare for classes that begin next week. We've tried to provide much "self-help" material. But don't hesitate to ask for clarifications or additional information. Because your immediate supervisor may sometimes find it difficult to give you as much personal time as he/she would like, you may have the help of a "Buddy Teacher," and you certainly can count on other members of the department and general staff for good advice and assistance.

Become familiar with the basic setup for the level of education you are involved with.

Intermediate School. Intermediate schools generally range from grades five through eight. The organizational differences can be very broad. If you are assigned to a middle school with grades five through eight or six through eight, the principal may have decided as a matter of school policy to have the entire grades, meaning grades five through six, function similarly to an elementary school. This would mean that each teacher would stay with one class and teach all subjects assigned except when relieved for preparation and administrative assignments. This type of responsibility is generally assigned to teachers who hold a Common Branch License. This policy design is based on the principal's philosophy and the particular needs of the students in the school.

Generally the upper grades, which are grades seven and eight, follow a departmental design where students go to a subject specialist, for example, a Social Studies teacher, who holds a Junior High School license. The presumption is that these teachers have special training in a specific discipline. These teachers would be teaching in the Social Studies, Science or Mathematics classes and different groups of children report to their rooms during different kinds of assignment. A new teacher should be aware of what specific teaching program he/she is assigned and what the requirements are.

Junior High School. Junior high schools cover grades seven through nine. They predominantly follow a pattern of organization which reflects a climate somewhat similar to the high school. The philosophy of this kind of organization which the principal expresses is that the junior high school years are geared for personal expression for the students and a sense of emerging self-autonomy. This means that the students travel in a class from room to room without the personal supervision of a teacher. They go to their specific subjects, lunch and to the auditorium, either individually or in groups. The group organization breaks up when some students go to one specific class such as Chorus and other

students in the same class will go to subjects such as Art. A teacher in this kind of organizational setting will be responsible to a different set of demands and outcomes but will be able to focus on a specific discipline such as Social Studies or Language Arts. The principal of a junior high school is aware of the special needs of students who are emerging adults. Preparation for high school placement is given a high priority and developing specific student abilities is the major goal inherent in junior high school organization design.

High School. The organization of high school is very similar to the description that was developed in the junior high school. It is more elaborate however. Students have more options in high school. They become quite independent and in many cases are involved in work-study programs and particularly part-time employment in business and industry during the school day.

Your First Day at School

When you arrive

- Go directly to the General Office
- Show the School Secretary your Notice of Assignment.
- Follow the instructions you may receive as to your "signing in," your schedule and other matters.

Meet with	Purpose	When/Where
•The Principal and/or Assistant Principal (Administration)	Orientation	_____
• Your immediate supervisor	Further orientation; details of your teaching program; textbooks; courses of study and other materials; department conference.	_____
• Grade Advisor for your official class	Prepare program cards and other clerical work.	_____

Other special requests and suggestions for today

Lunch: Before students return, at about noon, allow approximately one hour; next week, during the period and at the time indicated on your individual Teacher's Program approximately 40 minutes.

***General Information*:** Secure a Teacher's Manual and/or an Activities Calendar for the opening days of the semester.

Know your school building!

You'll need time to feel really at home in this strange new building, much more time than you probably can spare on your first day. You assume there are regular and special classrooms, as well as a variety of other facilities to support a sound secondary school program. But exactly where is the auditorium? How do you get to the students' and faculty lunchrooms? Is "Exit 4" at the south end, middle or north end of the building? From which end of each corridor does the room-numbering sequence begin? Where is your department office? the Emergency Room? the Teachers' Rest Room? the Faculty Cafeteria?.

Here are a few practical suggestions that may help:

- **On your first day**, tour the building (preferably in the company of someone who knows it well). Make notes of important rooms, offices and other special facilities. (Some of these are in the listing below, with blanks provided for your entries.)
- **Leave for tomorrow** (and succeeding days) a more thorough tour of the building, noting especially those locations that relate directly to your teaching and other general school duties and responsibilities.
- **Study a school building and floor plan**, if one is made available to you (Some schools duplicate such plans in School or Teacher manual, or on separate sheets). Also, as soon as one is issued, study the school's organization chart for the current term, and look up the rooms of key services and personnel.
- **Obtain keys** for the department office and for the classrooms to which you are assigned.

As soon as you can, complete the following chart of the more important locations and key personnel you should know about.

Chart of Building Facilities and Personnel

Who	What	Where	Remarks
Custodian		Room_____	In charge of building maintenance, safety, and repairs
_____	Transportation Office	Room_____	Central source for information about students' transportation passes
_____	Dean's Office	Room_____	For discipline problems, replacement of lost program cards, photo IDs and emergency service
_____	Duplicating facilities mimeograph, rexograph, Xerox	_____	Duplicating class materials
Teachers and other staff members	Restrooms	Male_____ Female____	
	General rooms	_____	For conferring, lesson planning, etc.
	Cafeteria, lunch facilities	_____	
_____ _____	Library	_____ _____	Students' and teachers circulation and reference inventories, research facilities, (if available, "independent study" facilities)
	School G.O. Store	_____	All HSs, some JHSs
_____	Audiovisual	_____	Equipment, inventory of films, filmstrips, recording, etc.
	Computer labs		Inventory of software

Teachers, paras, secretaries, aides, guards	Use main entrance	On __ street	Student (may, may not) use
_____	Exit #_____	_____St.	_____
_____	Exit #_____	_____St.	_____
_____	Exit #_____	_____St.	_____
Principal		Room_____	
AP/Administration	Building assignments, scheduling, etc.	Room_____	
AP/Pupil Personnel Services	Guidance and grade advisor	Room_____	
All staff	General office	Room_____	Faculty mail boxes, switchboard, bulletin boards (Administrative and Faculty), key cabinet (JHS only)
Chairperson AP/Supervision of _____(subject list)	Department office	Room_____	Department files, reference materials Other_____
Nurse or health resources counselor	Health services	Room_____	Where to send a student who becomes ill
_____	Program office	Room_____	Program cards, student program changes, etc.
_____	Attendance: records and follow-up of student absence, lateness, cutting	Room_____	Pick-up attendance books, submit absentee lists
_____	Supplies	_____	Usually, general supplies only
Students	Gyms	_____	
Coordinator of student activities Student government	Student activities office	_____	
_____	Other facilities	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

By TheTime School Closes Friday Afternoon

Know your teaching program:

- The time each morning by which you must "clock in."
- Your schedule of classes (official designations, periods and rooms).
- The exact subjects you will teach (subjects and grades).
- Your other program assignments (e.g., lunchroom supervision, department office assistance, etc.).
- Special assignments, if any (e.g., A.M. locker room patrol, P.M. dismissal, floor warden during fire drill).
- Your preparation and lunch periods.

Have a copy of the school's bell (or time) schedules:

- Normal Day
- Assembly Day
- Lengthened Homeroom
- Other

Suggestions: If it is duplicated, attach a copy of each schedule to the inside back cover of this manual; if duplicated copies are not immediately available, prepare your own copy and attach as suggested.

Note length of *Homeroom* and *subject periods* in each schedule (some may vary in length).

Period changes may be signaled by bell or "beep."

"Gongs" usually indicate a fire drill or other emergency drill.

Visit the classrooms to which you've been assigned. For *each* such room, ideally you should have:

- Door key.
- Teacher's desk space (at least one side, if desk is shared) and key.
- Storage facilities for books, supplies, etc. (closet, metal cabinet, file cabinet, etc.) *and keys*!
- Chalkboard supplies (eraser, chalk).
- *Room Pass* (wooden, metal or cardboard type officially in use, not makeshift; your name should be inscribed on pass.)
- *Out-of-Room Book* (usually a notebook in which students write name, time out and time returned when given permission to leave the room.)
- Bulletin board or other display space (shared, if room is used by two or more teachers).

Obtain from your department chairman or other supervisor:

- *Curriculum bulletins and course of study outlines* relevant to the subjects on your teaching program.
- Copy of the *School* (or *Teacher's*) *Manual* (if available).
- Copies (if available, "teachers' editions") of the basic textbooks, workbooks and other materials your classes will be using; inventory of all materials available for your subject classes.
- Blank *Plan Book* for your personal use (or instructions re: other means for recording your written teaching plans).
- Other resources that may be available to you: uniform departmental lessons for first week or two of the term; Department Handbook; department office file of unit outlines, sample lesson plans, supplementary materials, etc.
- Delaney Book and Cards for student attendance and seating

- Marking Book, in which to record grades
- Computerized class rosters, if distributed.

Plan your subject class lessons, as well as other matters to be covered by you next week.

Check these with your department chairman or other supervisor. (See the special sections that follow dealing with *Homeroom (Official) Class* and *Subject Class* matters.)

Memorize emergency drill regulations and signals.

Gongs	Type of drill
3-3-3	Fire (Move immediately after first set of three gongs!)
5-5-5	Shelter

See also: *Fire Drill; Shelter Drill; Take Cover Drill.*

(Items explained further in "Guide for the Perplexed" section, beginning page 171).

Important: Check which stairway and building exit the class in EACH of your assigned rooms must use during a fire (or rapid dismissal) drill. For shelter drills, do the same with respect to the location in the building to which each class is assigned.

Become familiar with other important school regulations

- Academic standards and expectations for the grade and ability levels which you are teaching
- Standards for students attendance and punctuality (in school and in subject classes)—and procedures for checking and follow up
- First Aid (administered by the classroom teacher)
- Disciplinary Referrals
- Accident Reports

Obtain the following supplies*

Important to have

Rating Book (Delaney, with card inserts; and/or *Class Record Book* 11—for secondary schools)
Composition paper, 1 ream white, No. 10 ruled)
3x5 slips or index cards
Pencils, lead (1 dozen)
Pencils, red, blue (several of each color)
Notebooks (1 or 2)
Envelopes, white or manila, letter size (for your use in submitting sealed communications)
12" ruler
Scissors
Paper clips (box)
Rubber bands
Book Receipts (standard, or other forms used in your department)
Special supplies, related to your subject (e.g., typewriting bond. carbons, science materials, etc.)
Rexograph stencils
Other class materials, such as:
Roll Book
Class Section Book (Jr. H.S.)
Class Section Sheets (Jr. H.S.)
Envelopes, school; letter size

Also, if available

Chalk, colored
Construction paper, varied colors (for mounting)
Chalkboard ruler (36")
Stapler and tacker
Staples (supply)
Scotch tape, roll
Oak tag sheets
Manila folders, legal size preferred
Kraft envelopes, large (with string, preferred)
Memo pads (lined)
Index cards, ruled 3x5
Paste, jar w/applicator
Pencil sharpener (if one is not in your room)
Rubber stamp pad (teacher usually buys own name stamp, less than 1" wide, useful for "signing" program cards, etc.)

* Usually available from your assistant principal supervision.

Other school forms; may include: *Referral form* (discipline), Guidance Health, *Cutting, etc.* (*See section on Records, Reports, Forms, p. 171-191*)

In the high schools, where classrooms are usually shared and teachers move from room to room, it is not necessary to have all of these materials on hand. The supplies are generally available at appropriate times from department offices.

Review the previous records of your Homeroom students.

Look carefully at the permanent record card (high school) or class profile sheet (junior high school). Note especially:

- Previous poor attendance, lateness, misbehavior.
- Physical defects and health needs (vision, hearing, chronic ailments, allergies, etc.).
- Previous achievement record (standardized test scores, subject ratings, etc.).
- Character and personality ratings, including evaluative comments by previous school or by teachers in this school.
- School and community service record (if any).

Make suitable entries, for your follow up in your Class Record Book or on students' individual Delaney cards; plan also to discuss the more serious cases with the appropriate Grade Adviser, Counselor or other school official if necessary.

Begin to "dress up" your assigned room(s).

- *Suitable* posters, illustrative and other display materials (possible sources of materials: your immediate supervisor, the school library, travel bureaus, periodicals you have at home, other teachers).
- Bulletin board space set aside for your Homeroom Class and subject classes; if room is shared, arrangements should be made with other teacher.
- Displays appropriate to the subject(s) you are teaching.

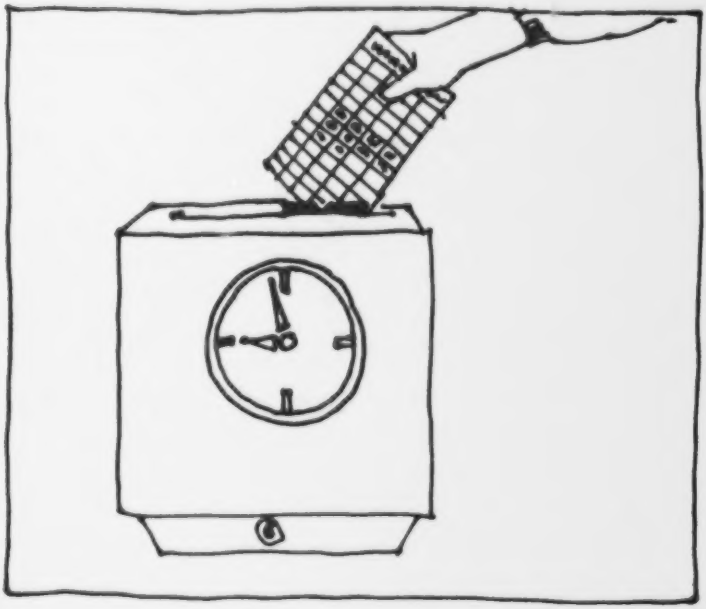
"COMING OR GOING," How to prevent: "I don't know whether I'm . . ."

When you arrive at school each day, make it routine to:

- "Clock in" (*Time Clock*).
- Remove the contents of your mailbox; check also for packages or other bulky items addressed to you. Open communications addressed personally to you immediately.
- Make note of or act promptly on important special, official requests.
- Take your own set of keys from the key cabinet.
- Read items posted on the office bulletin boards:
  Administrative notices
  General faculty notices
- Go directly to your first program assignment of the day.
- Check your Plan Book, which should include notations about "due today" items, possible special schedule changes for the day, and other reminders to yourself. Quickly review your lesson and other plans.

When you leave the building at the end of the day:

- Recheck yourself as to those "due today" items.
- Remove contents, if any, of your mailbox.
- Look at the official bulletin board for notices newly posted during the day, especially at the time clock or other "check out" location in the general office. (There may, for example, be an urgent notice as to a special change in schedule for the next day.)
- Return your set of keys to the correct hook in the key cabinet.
- "Clock out" (Time Clock).



30

Chapter Two:
The Homeroom (Official) Class

You will probably be assigned an official class; therefore, you should know why and how such groups are organized.

In junior and senior high schools, students follow a "departmental program." The school day is subdivided into periods. Students move from one subject class to another in accordance with their assigned programs. In the high schools, these programs are usually *individual*—that is, each student's program includes "required" and "elective" subjects. Assignments to particular subject classes are organized according to each student's personal interests and needs. Some junior high and intermediate schools are similarly arranged on such an "individual programming" basis, while others follow a "block program," one in which a group of students moves as a unit from subject class to subject class.

Some Purposes to Keep in Mind

You can appreciate the importance of the Homeroom or Official Class. Literally the "home base" for the student, the *Homeroom (Official) Class* serves these purposes, among others:

Facilitates student accounting. In order to record attendance, we subdivide the register into manageable units, assigning each group of students to one teacher. Thus, daily attendance can be checked efficiently in each class, reported directly to a central office where attendance data can be collated, analyzed, and recorded for follow-up and official reports. As another example, consider how efficient it is to have the official records of individual students in the hands of a particular teacher who is charged with a limited number of students and who, therefore, has a reasonable chance of getting to know the individual student well.

Daily attendance is a legal record. Each teacher must personally record this information.

Provides a definite time and place each day for taking up with a small group of students matters that are important to the class, to all classes of the same grade (new 7th year or graduating 12th year, for example), or to the school in general.

Provides a kind of "clearing house" for notices to individual students, help with individual student questions and problems, referrals to and from special offices and services of the school, contacts with parents, etc.

Before You Meet Your Homeroom - (Official) Class for the First Time

Information please!

Grade and section of YOUR class? This is a good time to learn about the school's Homeroom Class organization plan:

- Classes organized by term? by year?
- Sections designated by letter? by number?
- Significance of symbols used? (Honors, remedial or other special groups? Curriculum majors? etc.)

Where and when are you to meet your class?

- On the first day that they report?
- On normal days?
- On special days (Examination days, for instance)?

What kind of class is it?

"Good"? "Difficult"? "Lots of problem cases"? Maybe no one really knows! Therefore:

- Find out where the permanent records of your assigned students are kept. Ask permission to look them over; the records will be in a "set"—alphabetically arranged, either in a special file drawer, or in a "card index tray." In junior high schools, ask to see the Class Profile Sheet which summarizes at a glance the students' records and needs.

• Study these records in the office or Record Room (never remove!) See p. 17 for some specific suggestions.

• If time permits and the persons are available, consult colleagues (your supervisor, person in charge of Pupil Guidance in the school, the Grade Adviser assigned to your class, the Guidance Counselor) for additional information about possible "cases" in your class and for suggestions for your follow-up.

• This information can be helpful to you. Please remember that it is extremely important that you keep an open mind about each student.

Importance of planning for your Homeroom

•"Homeroom" periods need good planning on your part, just as much as subject periods.

• Ask for copies of special instructions to Homeroom (Official) Class teachers, if such materials are available.

• At special orientation meetings on such matters as student attendance, transportation pass, and lunch pass eligibility procedures, ask questions to help clarify matters that may puzzle you.

• Talk over your plans for the first day (and week) of your Homeroom (Official) Class with your immediate supervisor, "Buddy Teacher" or other colleagues.

• Begin (and sustain) a record of Homeroom Class matters.

• Preview the kinds of records you will keep, and decide exactly how and where you will keep such records for easy reference.

• If assigned, your Buddy Teacher will help you to get started with your Official Class. However, talk over with that teacher how you may establish your own authority with your class. Ask for advice on how to organize procedures efficiently and how to elicit maximum cooperation from students.

Your First Day with Your Official Class

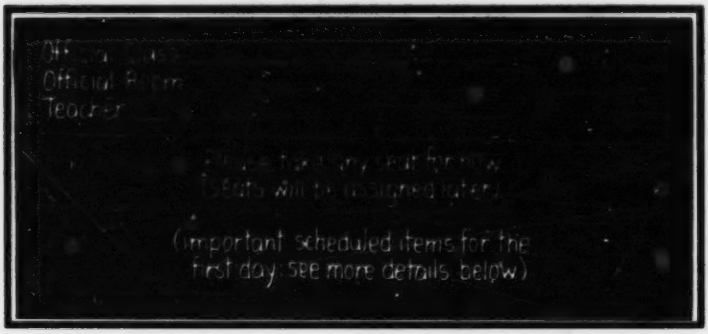
Ready your Homeroom.

Be there first, before any students arrive.

See that physical room conditions are satisfactory.

- Lighting (room lights on, if needed; window shades drawn against morning sun, if necessary).
- Ventilation (adjust windows from top—not open at bottom!)
- If students' desks and chairs are movable type, be sure their arrangement is tidy.
- Open the door to the corridor.

Write clearly on the chalkboard (blanks filled in, of course):



Have all needed Official Class materials ready. (Check to be sure!)

❑ Attendance book

❑ Students' programs (may be "class program" for all students in a junior high class, or "individual" programs for others, junior or senior high)

❑ Supply of blank student program cards (for required copies)

❑ Delaney Book (with cards)

❑ (junior high school) Class Section Book

❑ (junior high school) Class Section Sheets

❑ Transportation application forms (students' reduced fare)

❑ Lunch Eligibility Form (students' free lunch program)

❑ *Daily Attendance Report* forms

❑ Blank seating charts (used in junior high school)

Have minimum supplies available (from list, p. 16)

❑ Paper (many students may not have brought notebooks on this first day, yet you may want them to take notes on important matters.)

❑ Pencils, or inexpensive ball point pens (for the few who may bring nothing to write with!)

❑ Chalkboard eraser and chalk

❑ Other items for special situations.

Get the group started well.

1. *As they enter*, be at the door. Direct students to take "any seat for now" (you'll assign seats and take care of wardrobe procedure, if needed, later in the morning.) Insist, tactfully but firmly, "No talking, please."

2. *When all (or most) seem to have arrived*, close the door. Of course, don't wait for stragglers; in fact, having a "no-legitimate-excuse" straggler or two may help impress your class right from the start that you are concerned about their punctuality. Latecomers should be told to take a seat. Do not interrupt what you are doing; rather, interview latecomers later, providing them with work missed and insisting upon punctuality.

3. *Tell the class*: "This is Official Class__,Room__. I'm your Official Teacher, (Mr./Ms./Miss/Mrs.) (Your last name only)." Point to this information on the chalkboard. "Be sure you are in the right Homeroom class. I shall now check the attendance."

4. *Call the roll* (from names listed in your Rollbook). If the preferred practice in your school is to have the students write their names on separate slips of paper for an attendance check, then of course do so. Be certain that you have a day and night contact name and phone number for each new student in case of an emergency.

"Calling the roll" on the first day of Homeroom has some advantages: you can begin immediately matching names with individual students and learning to pronounce the names correctly. Inform them that unintentionally you might mispronounce a name and would appreciate being told the correct pronunciation. Therefore, ask students to "raise your hand when your name is called," (*not* to answer "Here" or "Present"). Having them respond with a raised hand may help to eliminate the danger of deliberately disturbing variations in pitch, tone and volume. Remind them also: "Raise your hand *only when your name* is called."

As each hand is raised—or if no student responds to a particular name—mark the Rollbook *lightly in pencil*, especially "a" for absence. You'll complete the rollbook entries in ink later, since you may have some very late students, interclass transfers, notices of discharge, etc.

On subsequent days, visually record the attendance and call out the names of absentees only. This will encourage students to take their assigned seats, promptly.

5. Many new teachers feel insecure about their roles as authority figures. Remember that you are in charge and that students expect that to be the case. Act as if you do not expect discipline problems and the chances are that you won't have any. Always be polite and businesslike. Avoid raising your voice or making idle threats.

Make some introductory statements to the class.

These first few minutes, you've been very "businesslike." Now you want to begin to develop "rapport" with the class. Get acquainted with your class. Ask students about their past year. What was their favorite class? What are they expecting this year?

Some suggestions you may want to try:

1. Briefly express your feelings about your role as their Homeroom teacher:

If the group is	Perhaps some comments about
• An entering class, new to the school	Your desire to assist them all to adjust to their new school (an exciting step upward, remember!) and to "find out" for them whatever you happen not to know now.
• Another grade whose students attended this school last year	Your desire to help in their continued progress (you'll leave the problems of the "left-back," if any, to some other, more private occasion); your appeal for their help and cooperation in your efforts to learn about the school's traditions and practices.
•A "senior" group	As above, with special emphasis on the importance of their approaching graduation and their maturity; commitments to give as much help as possible in their senior year activities, and their graduation and post-graduate plans.

2. Tell a little about your personal background, but only those details that are relevant to the school and your services in it.

3. Briefly indicate the official class "business" that must be taken care of this first day. Draw these items from the special instructions you will have received (circular, calendar, conference agenda, etc.) Put an outline of the more important of these items on the chalkboard.

4. Inform students that according to Board of Education policy, magic markers and radios may not be brought to school. They will be confiscated by the Dean and the student's parents will be notified.

Assign seats.

1. Briefly review the importance of this routine: to assure each student a definite "place of your own" in the room; to provide an easy, sure way of attendance check here-after, (Oral "roll call" a waste of time needed in a very short Homeroom period; therefore, vacant assigned seat means "absent student," to be so recorded in Rollbook!)

2. Direct the class, "on my signal, not before," to *form a line* around the sides and rear of the room and *not to talk* while seats are being assigned.

3. From your notes taken during your review last week of the group's permanent records (or Class Profile Sheet), *first* assign students with vision and hearing defects (front, middle section preferred), and then the rest of the class alphabetically (by last name). In each case, call the student and indicate which seat he/she is to take.

4. Fill in the seating chart as you seat each student.

5. Advise the class that the assignment of seats is "temporary" and that you will consider requests for change of seat later in the week, but not today!

Make wardrobe (or locker) assignments.

Up to now, your students have "held on to" their outergarments, if any. (If the weather is warm and clear, as is likely on the first school day in September, few students will be carrying outergarments.) However, wardrobe or locker assignments must be made.

1. *If wardrobe*: *Proceed in accordance with your school's regulations.* In some schools, wardrobe hooks are numbered and students are assigned definite hooks; in others, students are permitted to put belongings anywhere in the "closet" as they enter the room; in still others, students are directed to use "sections" of the wardrobe interior, or lower, middle and top rows of hooks, in accordance with specified rows of

assigned seats. The point is that your school has a recommended procedure; ask about it and carry it out.

Assign one (or two) students as Wardrobe Monitors: to open the wardrobe doors, to close them when all students have put their things away, and to reopen, if necessary, at the end of the period or at dismissal time.

If your Homeroom students leave their belongings in the wardrobe for the full morning or day, be sure that you lock the wardrobe promptly!

(Many high schools permit students to carry outergarments with them, but remind students that they may not wear outergarments while in class.)

2. *If lockers: Proceed in accordance with your school's instructions.* Assignments may be either to lockers within the Homeroom or to lockers located elsewhere in the building. In either case, specific instructions to you and to your students will be provided.

Explain the schedule for the rest of today.

Your class and you may be scheduled for a special assembly in the auditorium later in the morning; there may be a lengthened Homeroom period and shortened subject periods scheduled for tomorrow; there certainly will be information as to when exactly the school will be on "normal" bell schedule.

List these scheduled items succinctly on the chalkboard; keep them there as reminders to your class (and to you).

If the class is new to the school, explain these schedules carefully. Post a copy of the "bell" schedules on your Homeroom bulletin board.

Complete Homeroom "business" for the first day.

These items may include:

- Having students make copies of their individual programs (for use by various school offices); be sure that you obtain one copy for your own records and use.
- Completing and distributing "reduced fare" (subway, bus) applications.
- Filling out Lunch Eligibility Forms (for students' "free lunch"); procedures include verification by signature of parent or guardian.
- Noting pupil program changes, resulting from summer school studies, programming errors or adjustments, etc.
- Reviewing with the class important Attendance Standards and Procedures (emphasizing the importance of regular attendance and punctuality, form of *absence note*, etc.)
- Be sure that you have accurate addresses and parental contact names and phone numbers (day and evening) for each student.

Announce plan for class election.

In the next few days you will want to elect class officers and Student Government representatives. You will also want to appoint student assistants (e.g., bulletin board committee, supplies, Class Secretary to assist you with offical class routines, etc.).

Explain the value to the entire class in having competent officers and assistants—and appoint one or a few such temporary assistants. Emphasizing the "temporary" nature

of the assignments, you make it possible for students to find out which assignments they prefer, and insure that the assignments are filled by those most interested and capable. As for "elected" class officers, you certainly want time for the students to get to know one another better (they may not have been together in the same class last year). You'll also want to review with the group the "qualifications" for each position and therefore to invite nominations or make assigments of students "most likely to succeed."

Dismiss the class.

Be aware of:

- the school's schedule for the day (where do they go next?)
- the regulations as to which stairway and exit to use (if the class is to leave the building).

Be systematic in your dismissal: If students must get their belongings from the wardrobe or from room lockers, send the students *row by row*—not *en masse!* Instruct them to return to their assigned seats. Insist on quiet during this procedure. Give specific instructions as to how you want the group to line up for dismissal. For example: all rows of students, *except the row nearest the door of the room,* face the rear and proceed in *turn* to the single line in the first aisle; students do not get up from their seats until you give the signal ("Line up, please."); the line waits for your permission to proceed into the hall. Adapt these suggestions to your own school and class.

If the class is to be dismissed from the building, you may be required to conduct your class personally to the assigned exit. In this case, you may wish to consider assigning a student to "lead the line," while you take a position at about the middle or at the end of the (double) line—an excellent vantage point for controlling an orderly dismissal.

Your First Few Weeks with Your Official Class

Aim for good class and student routines (see Chapter 4, "Good Management, p. 80.)

Develop good interpersonal relationships with your class (see Chapter 5, "The Road To Discipline," p. 107.)

Don't expect to "build Rome in a single day." Each day introduce one or a few important routine matters and, if you must, review those items that you introduced previously. You'll want to develop a feeling on the part of your students that they are contributing to the welfare of the entire group through a number of voluntary services; but develop these tasks and make the assignments gradually, from day to day, rather than all on one day.

There's an old popular saying quoted by experienced teachers: "Make a fuss about the little things, and the big things will take care of themselves." You may discover much validity in this bit of advice. However, "make a fuss" does not mean "be a tyrant!" Being persistent in your follow-up of student absence helps to get the message across far more effectively than a lengthy speech to the class on attendance or an angry scolding of the student who failed to bring in an absence excuse note.

How much Homeroom time will you have each day?

Normally, very little, perhaps no more than 10 or 15 minutes. You can appreciate, therefore, how important it is for you to establish efficient routines. (Resolve to be in your Homeroom class promptly so that you may greet students when they enter your room). To provide time for special matters, schools may arrange for additional Homeroom time on specified days during the school year.

Your day-to-day duties and routines as a Homeroom teacher

Attendance check. Roll call the first day or two; then check by seating plan; later, with help of reliable and capable student secretary who uses seating plan. Be certain to collect parental/medical notes from students who are returning from absences.

> **Caution:** Whatever your attendance routine may be, **you** must check for accuracy and **only you** may make entries in the Rollbook or on official records!

"Opening Ceremony." Procedures for your students' recital of the Pledge of Allegiance and the singing of a stanza of a patriotic song vary from school to school. Be sure you know what the procedure is in your school.

Announcements to the class. These may come over the "P.A." system. Or they may appear in school calendars, the school's daily bulletin, special notices posted on office bulletin boards, or other special communications that are delivered directly to you.

Never neglect to make announcements required of you (or to have students listen attentively to announcements made over the P.A. system).

Notice to individual students. These include requests to students to report at specified times to individual offices (attendance, dean, grade adviser, health service, program,

etc.) and miscellaneous notes to students (e.g., overdue library books, senior dues balance due, etc.) You may find such notices in your mailbox daily.

Be sure students receive such individual notices! In case of absence, use your judgment as to informing the sender about the absence (definitely advisable if the matter is serious; otherwise, hold for the absentee's return to school.)

Group guidance matters. You may want to review the values of good attendance, membership in the student government, support of a school athletic team, or any of dozens of matters of general interest to your class. Some items may be required of you—that is, you may receive specific instructions to take up this matter or that by way of school circulars, bulletin board notices, conference agreement, etc. Other matters you discuss with your group may grow out of your own observations and judgments of the class's needs.

Individual student guidance matters. One of your students may have been reported for cutting a class; another may have neglected to return a home questionnaire; still another may be doing very poorly in several subjects. Each may require your individual attention and sympathetic, constructive help.

Students' use of homeroom time for individual work. (review, study, complete home assignment, etc.)—and, in accordance with the school's practices, for such activities as voluntary services in various offices, returning and borrowing library books, attending a special student group meeting, etc.

Caution: Except when authorized arrangements have been made in advance, *require every student to report personally* to your Homeroom for attendance purposes *before* permitting him/her to go elsewhere. In any event, be sure you have evidence "in writing" that the student is expected elsewhere or has actually been there (e.g., Library Pass signed by the librarian).

Chapter Three:
Your Subject Classes

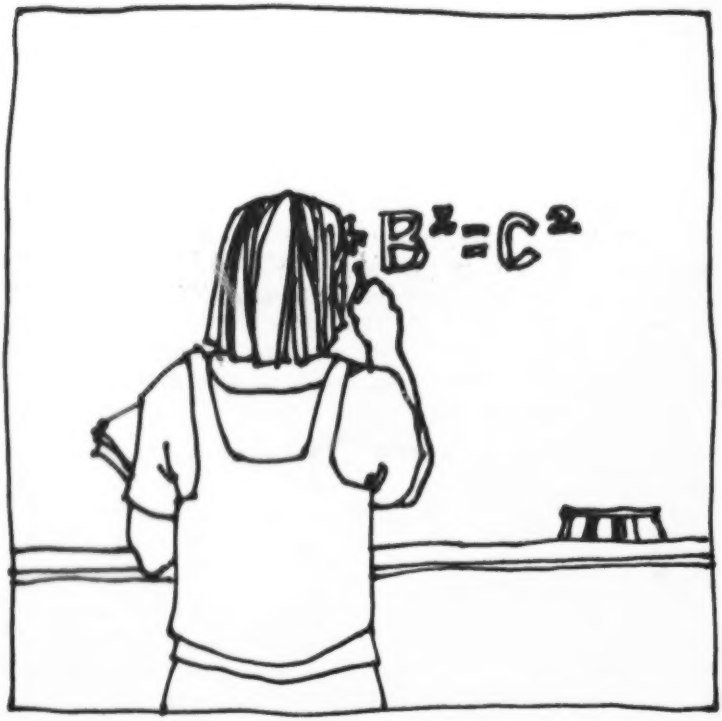
Your most important function as a teacher is the instruction of your subject classes. If you are assigned an official class, you will have had some orientation to meeting a group of students for the first time and organizing them well. But even if you are not an official teacher, you'll find that getting your *subject* classes off to a good start is less complicated than you may think.

First of all, the *principles* of good class management are the same for *all* classes, official or subject; therefore, review the "Good Management" section, beginning on page 80. You'll also want to apply sound principles of interpersonal relationships and group dynamics; therefore, review the section "The Road To Discipline" (p. 107).

Now let's get to the two related matters of your *organization* of subject classes and your plans for *teaching* them. You will have obtained certain reference materials from your subject supervisor (course of study, copies of texts,

lessons outlines and suggestions, perhaps a set of "uniform lessons" for the first week or so of the term). You will also have had some discussion with your supervisor as to the topics or activities you are to include in your teaching plans. In addition, you will find another special section of this manual very helpful when you write and carry out your own teaching plans; therefore, be sure to take some time to study Chapter 6 "Your Planning and Your Teaching," beginning on page 119.

Since these three sections of the manual offer suggestions in detail, what follows is in somewhat more concise form. As suggested earlier, make full use of cross-references and the index to locate more detailed explanations.



The First Time You Meet A Subject Class

As your *Teacher Program* indicates, you will meet your subject classes at different periods of the day. You want each class to start well. One class may differ from another in register, grade and general ability level. But your *basic* procedure and routines will be the same for all.

Your room, and you, should be ready.

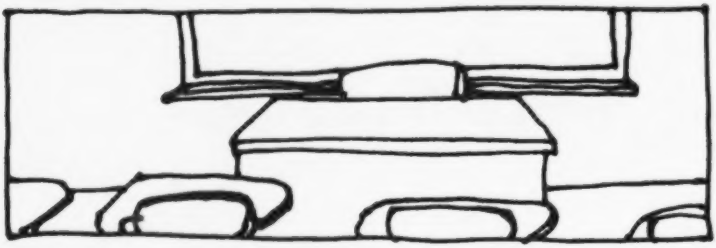
You should know exactly what to do about:

- handling the class's arrival
- providing an assignment
- "registering" the students
- checking attendance
- assigning seats
- making the seating chart
- presenting some basic requirements
- dismissing the class

Below are specific suggestions for all these items. But don't hesitate to omit one or two if time is short. For example, suppose that on the first day of "departmental change of classes" each period runs fewer than 40 minutes. Even within a full-length period, you might be hard pressed to cover everything on the list of suggested items. Yet, these "first-day" matters are important. You want to handle them right. You want to be sure your directions are clear, and so

you take your time, setting up each routine deliberately and thoroughly. In view of this, choose an item or two that could be left to the next time you meet your class—for example, "assigning seats," "making the seating chart," or explaining homework, notebook and academic requirements.

You may also find that you can cover more ground with one class than with another. In that case, be sure to note in your plan book exactly which items you do cover each period this first day.



Get your room ready.

Be there before your class arrives. If you're at lunch, on assignment elsewhere in the building, conferring with a colleague, or just resting in the Faculty Room—allow yourself enough "travel time." Be especially conservative about the time you will need to walk those long corridors, climb those steep stairs, or (if your building is so favored) ride that faculty elevator.

See that room conditions are satisfactory.

- Adequate lighting; shades drawn against possible sun glare.
- Good ventilation (windows adjusted from top, not at bottom—by you!)
- Furniture in order (desks and chairs in rows—or other standard arrangement).
- Chalkboard clear of previous period's "leftovers" or other extraneous matter (however, honor a colleague's "Please Do Not Erase".)

Have these items on the board

See page 56 for some suggestions as to an assignment you might give. Always give simple, clear instructions.

Have your materials ready:

— Delaney Book and Cards
— Plan book or lesson plan
— Paper for student use: white ruled composition and 3x5 slips or cards
— Supply of sharpened pencils
— Board eraser and chalk
— Other materials needed (e.g., set of mimeographed sheets, pamphlets, etc., to be used by students in doing the assignment; charts and models, if part of your teaching material, etc.)
— Book receipts (when designated book distribution days are announced).

Get the group started well.

1. As students arrive. Be at the door. Direct them to take "any seat for now." Insist—tactfully, but firmly—"No talking, please," as students enter the room.

"Keep an eye on" the students in the room. If necessary, single out one or two students (for later follow-up) who do not follow the directions you put on the board.

2. When all (or most) seem to have arrived, close the room door. Don't wait for stragglers or latecomers. If a student arrives after you have closed the door, admit the student to class—with or without an admit slip—but have the student write his/her name on a slip of paper (you'll take up the matter of his/her lateness later!) Remember to follow-up or your effort at discipline will not be taken seriously.

3. Review the items on the board. First, of course, obtain full attention: "Stop your work" (reading, writing, or whatever was assigned); "please look at the board." If there is a student who does not respond or is slow to respond, emphasize that his or her inattention or slow response, is "holding us all up." Make it clear that each student has a positive contribution to make to the class, and that the class depends on each student. Emphasize that you are there to help them learn. Humor may be used to encourage rapport, but avoid sarcasm or "putting down" students in front of peers. Such comments antagonize the group and harm your relationship with individual students.

Then, with everyone looking at the board, remind the class: "This is (subject, term, period), Room___. I'm _____." Direct the students. "Check your own program to be sure you belong in this class."

If you have a student who has reported to the wrong room, check the student's program card and permit him/her to leave immediately to go to the right room. Give a "written pass" to his/her teacher.

4. Give the class an assignment to complete at their desks. This may be the one that you put on the board before the class reported, and which you now want them to continue. Or it may be an entirely new and different assignment. In either case, you now have time to:

- motivate the assignment adequately (stress its value);
- explain more fully what should be done;
- answer students' questions, if any.

The assignment should relate to the goals and content of your own subject. It may take such forms as:

- uniform lesson material provided by your department as an introduction to the subject (or term's work).
- the writing of a paragraph on one of several topics (student given the choice).
- booklet, pamphlet or other reading matter, with a few questions to be answered (directions on board, or on duplicated sheets).
- a questionnaire to be filled out by each student.
- printed or mimeographed material explaining important safety rules (e.g., in the shop or science laboratory).

Now inform the class that you will check the attendance (sign program cards, if necessary)—while the students are doing the assignment. Distribute 3x5 slips or index cards. Review the instructions that apply; see items 5 and 6 below.

5. "Register" the students. You want *proof* that each student in your room belongs there. You will register him/her only if:

- his/her name appears on the class list you received in advance (in some junior high schools, such a list may be attached to the Class Section Book), or
- he/she presents a *student program card* with *your* subject class, period and room specified, or
- he/she presents a special note or admit slip, authorizing you to admit the student (he/she may be awaiting a change of program, etc.)

The follwing suggestions for "registering" the students (as well as for *assigning seats* and filling out a seating chart) reflect practices that have "worked" for many teachers. They should work well for you. However, you may be given other instructions or suggestions in your school—or you may prefer some procedures of your own. In any event, prepare for these routines carefully—and be sure to have your supplies at hand (see p. 16 above regarding supplies.)

Prepare in advance, and rexograph, an instruction sheet. Include how to fill out Delaney Card "Fill in everything on both sides as requested except

1. "Where it says 'Teacher's name' write your home phone number and

2. "Write your first name in the row of boxes (underneath your last name)." Also, provide a sample index card:

Last name, First Off. Class
Home address & zip code
Home phone #
Parent's name

Period _____

Say "I am passing out an instruction sheet, Delaney Cards and index cards. Please fill out both according to the instructions. If you have a question, raise your hand. Meanwhile, I will sign your program card, so please leave it on your desk."

Circulate through the class and sign each card at the student's desk. (This procedure may impose a physical demand on you—but collecting and then returning program cards would use up precious time, invite some unnecessary confusion, and incur the risk of loss or mutilation of a card or two. Since each student carrying a program card is personally responsible for securing each of his/her subject teacher's signatures, allowing the student to keep possession of the program card is strongly urged.)

Collect materials. Have the first person in each row alphabetize the cards. Ask a student assistant to create a class set.

Check the attendance.

If class list is provided check the name on each slip against the class list. Mark "a" next to name of any absentee. If a Class Section Sheet is provided, check absentees' names against those recorded as being actually absent from school. If you discover a case of "unauthorized" absence (cutting), follow the school procedure for reporting it.

(Be sure that your plans include transcribing the class list to your Class Record Book. Of course, do this outside of class time!)

If students carry program cards sign, initial or rubber name-stamp each card on the correct period line. Be sure to check each card carefully: for correct subject class and for any sign of unauthorized alteration of program. Be suspicious, for example, of any erasure or overprint that is not initialed or otherwise validated.

As for possible "cutters," you may have no sure way of knowing this on your first day. (However, your school will use a number of administrative devices for "picking up" such cases.)

Present and explain a number of basic requirements.

Your students want to know what's expected of them and what your standards are. In some schools, these are presented in duplicated "uniform department lessons" or "orientation" materials. If such materials are not available to you, then consider preparing them yourself (rexograph or mimeograph facilities may be available.)

In any event, you should plan to go over certain "minima":

Student's notebook. Most schools require students to use a loose leaf notebook (standard size binder). Review the advantages of this: ease in removing pages to be "handed in" (e.g., homework), adjusting sections, inserting extra sheets, etc.

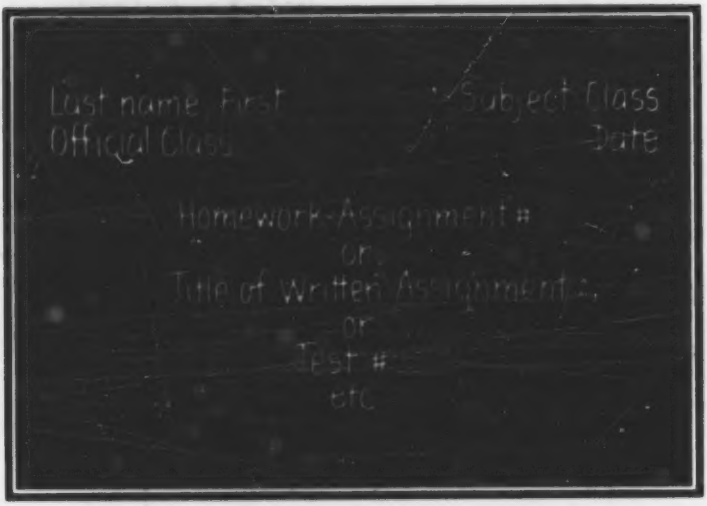
Explain these notebook requirements:
- *separate* section for your subject notes
- contents in ink
- neatness and legibility essential

Recommend that sections within the subject section (some subjects naturally lend themselves to sub-section organization—for example, in English: vocabulary, usage, reading improvement, etc.) However, don't take time the first day to develop this kind of notebook organization; leave it for another day.

Individual record kept of such items as Assignments, Test Ratings, etc.

Indicate that notebook rating is part of class rating for each report card period. (School or department policy may be to allocate a definite percent of the total term rating to "notebook"; if not, consider setting such a standard on your own—perhaps, "20%" of the class work mark.) Stress that there will be notebook checks (both unannounced as well as regular) for completeness, neatness, and quality of contents.

Uniform heading for written work. If a uniform heading is specified by your department or school, present it to the class: model on chalkboard, or on large oaktag sheet for display in the room. Otherwise, specify one of your own, perhaps as follows:



Suit yourself as to the positioning of the suggested heading items, but once presented to the class, insist on exactly correct form of heading for all written work that is to be handed in or collected.

Other written work standards

- Legibility (handwritten or typewritten)
- Adequate margins (e.g., 1 1/2" on left, to provide space for notations and comments)
- Use of good English (student edits spelling, usage, punctuation, etc., before turning in written material.)
- Heading on each sheet of paper
- Students' readiness for class work
- Home assignments completed, brought to class
- Required books brought to class, *covered*
- Needed materials brought to class (notebook, pen, other special items)

Other Academic Requirements

- **Exams**
- **Essays**
- **Projects**
- **Term Papers**
- **Class trips**
- **Classroom participation**

Review Emergency Drill procedures.

Indicate Drill Chart posted in the room (if none, report this fact to the appropriate supervisor.) *Review* meaning of gong signals:

2 — Return to Homeroom
3-3-3 — Fire Drill

Emphasize complete "silence" from first sounding of gong to return to class (or dismissal outside the building at the dismissal point). Caution students to be alert to teacher's directions (expecially in case of "blocked" stairway or corridor or other abnormal condition requiring change in instructions to the class). Reiterate stairway and exit (number and location) assigned to this room. Stress that there should be **immediate response** to teachers' directions:
"Stop work."
"Leave your books on your desk."*
"Line up" (double line at door).
(*—except when "Return to Homeroom" or "Rapid Dismissal" drill is conducted)
Shut off the lights and lock the door before escorting your class from the room during a drill.

Assign seats.

(Postpone this item if you prefer, or if time in this first period is limited.)

Follow a definite procedure. Have your materials ready. Using the Delaney Cards or index cards the students filled out during the registration time, alphabetize the students by last name. Be prepared to change your listing to accommodate

students who need to be close to the front of the room for one reason or another.

• Ask the class to "please stop working on your assignment and look up." When all have done so, inform them you will assign each to a definite seat. Instruct them to move only on your signal or direction, and to be "quiet" during the entire procedure.

• Handle the seating step by step. Explain—then tell the class to "do." For example:

"When I give you the signal, form a line around the side and rear of the room. Please do this quietly, without any talking." *When you are satisfied all are ready*: "Line up, please." *Be alert for unnecessary crowding, shoving, etc.*

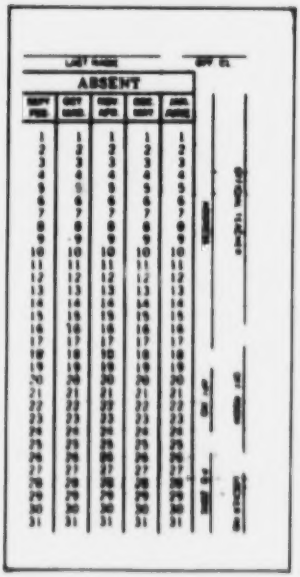
"Raise your hand if you have any trouble at all seeing clearly what's written on the board or hear better from the front of the room. I'll ask you to take seats down front." *Assign each such student to a front, middle-row seat, avoiding extreme sides of the room.*

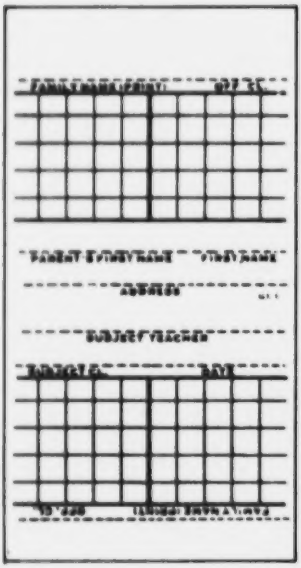
"The rest of you I'll assign alphabetically by last name. These seats are temporary. They can be changed. But not today. I'll consider special requests for change of seat later this week or next. I may also want to change your seat, myself!"

"Please excuse me if I mispronounce your name—and, of course, tell me the correct pronunciation. When I call your name, take the seat that I assign to you." In addressing students, follow the practice in your school: For seating purposes, usually first and last names of student; later in term, first OR last name only. Assign students one at a time, to rows (or other work stations) from left of room to right. Seat shorter students down front or in the middle rows—taller students in the rear seats and side rows. As you seat students, you may have to make some adjustments—for example, to give a short student a better seat, or to separate two students who appear to be much too "chummy."

If your school does not use Delaney Books, pencil in each student's name on a seating chart form.

If you're using a Delaney Book for seating chart purposes (as well as for keeping class records). Insert a Delaney Card in the slot to correspond with the assigned seat.





Determine where on the card you wish other important information to be placed—e.g., borough and zip code, parent's full name, telephone number, grade adviser's name, OSIS number.

Once your class seating chart is completed, make it clear that hereafter you will check attendance by chart, not by calling the roll. Advise each student to record his/her row and seat number (e.g., 4-3, 2-6, etc.) for ready reference (on his/her own copy of his program, in his notebook).

Collect materials.

Ask students to pass up whatever materials you may have distributed for their use—and written work completed. If the assignment is one that requires more time than has been made available this period, ask the class to complete the assignment at home. Set the "due date"—"tomorrow" or other reasonable day.

Remember to make note in your plan book of any assignment given for completion at home; you'll want to follow this up on the due date.

Dismiss the class.

Don't let yourself be "caught by the bell." As the period nears its end, check your watch closely. Well before the end-of-period signal (beep or bell), instruct your class that the signal ending the period is *your* signal, not theirs! Class work or activity, therefore, is to continue until *you* tell the class to stop. (Some schools provide a "warning" signal shortly before the actual end-of-period signal.)

For high school insist that the class wait until you say, "You may leave the room." Do not permit them to dismiss themselves.

Insist on quiet! You don't demand **"tomb-like silence,"** but do require moderation and good manners. For the first week or so, you might consider a "no talking" rule while students are still in your room at end-of-period dismissal; ask them to wait until they are in the corridor before talking to a classmate.

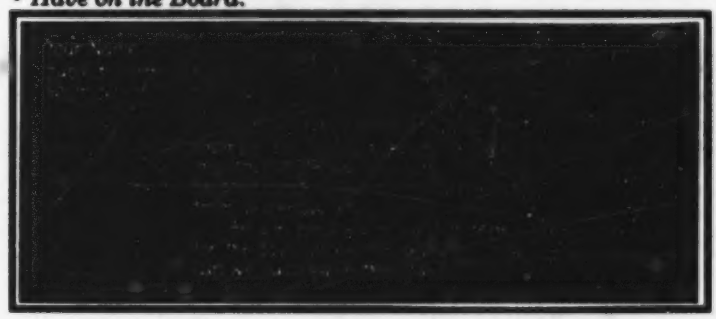
At the end-of-period signal (*not before*!), begin the class dismissal routine. Avoid holding the class "after the bell." Don't permit students to stay behind "to see you about something" and don't detain an individual student unless you must; their next period teachers want *their* classes reporting on time, just as you do!

The All-Important Second Day

This is when your "follow-through" is tested. On the first day of subject classes, you set up certain routines and introduced a number of basic requirements. You may also have left one or more matters to be completed today. You can be sure that after the first meeting with you, your students are about ready to "size you up." Therefore—plan your second day of meeting subject classes as thoroughly as you planned your first!

Again, get your room ready.

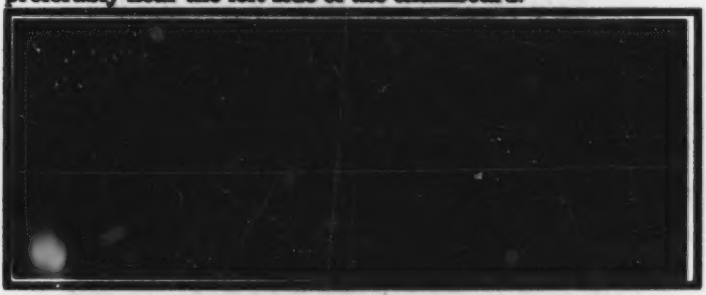
- *Be there before your class arrives.*
- *See that room conditions are satisfactory.*
- *Have on the Board:*



Get the group started well.

• *Supervise their arrival.*
• *Have one or two early arriving students distribute whatever materials need to be distributed.*
• *Start the period's activity promptly.* Don't wait for stragglers; firmly tell latecomers to see you after class. Don't make a scene, but be certain to follow up. Check attendance, using the seating chart prepared yesterday—or, if chart has not yet been set up, by "calling the roll."

If required in your school put "class data" on the board, preferably near the left side of the chalkboard.



• You may wish to place a "do-now" or "warm-up" exercise on the board to encourage students to begin the class promptly and to prepare them for the day's lesson.
• Take care of new students if any: Ask for the program card, or check against the class list. Direct each such student to a seat—"temporary," if seating chart has not yet been set up; otherwise, "assigned."

Take care of "carry-over" items from first day.

1. *Home assignment.* If the material lends itself to such treatment, have several students read what they wrote; *or* ask a few questions related to the assignment; *or* briefly review highlights of the assignment; etc.

Then, *collect* the students' papers. Be systematic in doing this. Set up a regular procedure, such as: papers passed

from last seat in each row to first, then row-sets passed toward one point (your desk, for instance); *or* first (or last) student in each row collects all the papers in his/her row, with one of these students assigned to collect all the row-sets.

Tell the class that you will:
- review what they wrote.
- credit their work on your records.
- return the papers as soon as you can.

Use this opportunity to enforce one or more previously introduced "requirements." For example, scan the papers for careless penmanship or improper heading; return unsatisfactory papers to the students with instructions to rewrite, using legible handwriting or the correct heading. This kind of "follow up" on your part can also be demonstrated at the time that you return all papers to the class, hopefully when next you meet them.

2. ***Set assignments and seating chart.*** (See p.30 for details.)

3. ***Completion of Delaney card entries***, if necessary.

4. ***Emergency Drill instructions***; review recommended.

Teach!

Present a lesson that is directly related to the goals and content of your subject, and that will capture the interest and participation of your students. Your topic and procedures have, of course, been planned in advance, and appear in your *written* plans. *Use* these written plans; don't trust to memory. Have your plan book on your desk, and don't hesitate to pick it up as you're teaching or moving about the room. You should move about the room as much as possible, checking that students are doing their work. This will serve as a reminder to them that their activities will not go unnoticed.

During the lesson, use whatever opportunities arise naturally and psychologically to clarify an important routine or practice. For example:

• If your basic teaching procedure involves *questions* that students are called upon to answer and discuss. Be alert to your students class discussion habits and attitudes. The *first* time that a student fails to raise his/her hand before speaking—or interrupts another student—*use the occasion* to explain the preferred action. A better approach is to make use of good actions to emphasize what you expect of the class. Thus, a student raises his/her hand to answer your question, you call on the student, who then offers an extended answer that the rest of the class listens to attentively; you then compliment the student and the class for their excellent habits and attitudes.

• During the lesson, you use the chalkboard to summarize important points. You want your class to copy the summary into their notebooks. But one or several students do not have notebooks in class, although you covered this requirement yesterday. Use the opportunity to re-emphasize the importance of coming to class fully prepared—and, giving the student blank paper on which to copy the material, enter a mark of some kind in your Record Book or on the student's Delaney Card.

• If your lesson plan includes student use of reading materials to be taken from the supply closet and distributed to the class, review the distribution and collection procedures that you want followed, and assign one or two "Book Monitors" to assist.

• You give a demonstration to introduce the use of an item of equipment or illustrate an important safety practice. You notice several students who are inattentive. Stop the demonstration, call on one of the students to "explain to the class" what you had demonstrated up to this point, and when he/she proves unable to do so, underscore the importance of full attention and close observation.

Give an assignment.

You want to establish an attitude of expectancy and acceptance, and develop the habit of doing homework regularly. The assignment should emerge logically from the lesson you taught. Review again the suggestions with respect to assignments that are offered in "Your Planning and Your Teaching," page 119. Keep especially in mind these essentials of good assignments:

Motivation—so that the students see the value of the assignment and *want* to do it well and on time.

Clarity—so that students know exactly *what* to do and *how* to go about doing the assignment. You may have to explain the assignment in some detail, and should invite questions to help clear up difficulties.

Collection and/or correction—assignments must be checked and reviewed by the teacher to provide necessary evaluation and reinforcement.

Reasonableness—so that student can do what is assigned, within the limitations of their individual backgrounds and abilities and within the time available to them. (Keep in mind that other subject teachers may also be giving these students assignments!)

A good pattern to follow is to *post the assignment at the beginning of each period in the same place on the chalkboard.* This will help you train your students to record these assignments daily.

Carry out other special instructions.

There may be matters that are specially relevant to classes in your department that your supervisor asks you to consider.

For example:

- subscriptions to a periodical
- "laboratory fee" (commonly collected in classes such as photography, to replace consumable materials)
- individual student folders of students' work (e.g. typing "jobs," science experiments, test papers, etc.)
- advance orders for Regents review books, other supplementary materials, paperbacks, etc.
- Never keep money on the desk; rather, place it in a secure location immediately.

Dismiss the class.

Quickly review the procedures for dismissal that you carried out the previous day. If the instructions are not followed properly, don't hesitate to send students back to their seats and dismiss again. Be careful, however, not to over-detain the class. If you need more time for such "rehearsals," plan to use the beginning of the next period that you meet the particular class.

Your First Few Weeks with Your Subject Classes

During this early part of the term, you should find yourself growing in confidence and competence. As you progress, focus on these major aspects of your services as a subject teacher:

Good Management of your classes, with student routines, as well as your own routines, fairly well established. (See the "Good Management" section of this Manual, p. 80 for helpful suggestions.)

Rapport with your classes and individual students. (Be sure to refer often to the special section, "The Road to Discipline," p. 107.)

Effective instruction, applying the principles and practices reviewed in "Your Planning and Your Teaching," p. 119.

Although a more complete statement of basic student and teacher routines is offered in the "Good Management" section of this manual, you may find the selective listing that follows helpful in making your plans for the first few weeks. As was recommended earlier (in the section on Homeroom classes), don't expect to "build Rome in a single day." Introduce one or a few routines each day; review and reinforce these routines continually. Use a *functional* approach in dealing with routines—presenting them as an integral part of your instruction, rather than as "rules" for students to follow blindly. Whenever you can, "involve" your students in proposing, themselves, the very procedures you want them to follow. *At least*, help them to see the rightness and reasonableness of the standards that are set.

Important student routines to focus on.

Maximum attendance in class. Impress your class with the reality that absence can never be adequately "made up." Some students have the notion that copying a classmate's notes or doing an "extra" assignment is equivalent to actual attendance and participation in class. Although it is good practice to have students "make up" work that they missed because of absence, emphasize the fact that the *original* lesson, class discussion, or other activity cannot be *reviewed*, like a taped TV program.

Emphasize, too, that any time lost from class is "absence." This means that all of the following fall into the same "absence" category:

Absence from school. The school may accept the student's reason for absence: personal illness, emergency at home, summons to court, death in the family, etc. But the absence still represents class work missed; in the case of *your* subject, the student has been absent from *your class*, as well as "from school."

Lateness. Make it clear that this represents partial absence. Especially if you are careful to begin each period promptly, and frequently open the period with a "brief lesson within a lesson" (e.g., short drill, review of the previous day's period, quiz, student report, etc.)—your point about partial absence will get across! An effective method of getting started immediately which integrates writing skills is to assign a short "Do Now" paragraph which you grade as a quiz. Some teachers dramatize the point even further by charging two latenesses as one full-period absence.

Cutting. Unauthorized absence for whatever reason, should be penalized severely. Although the student will, if detected, suffer some kind of school disciplinary action, you may want to impose some other penalty directly relevant to your subject class program or rating policy. For example, you may want to have the student do some especially time-consuming makeup assignment. Do not hesitate to notify the

student's parents, either by mail or telephone, to alert them to the problem and enlist their support.

"Authorized" absence from your class. The student may be in high demand for service in an office, participation in a rehearsal, assistance with a school project, etc., and therefore frequently (although legitimately) be absent from your subject class. This kind of situation calls for caution and good judgment on your part. Certainly you can't penalize the student for the demands put on him or her by other teachers, your colleagues! But you can set reasonable limits, especially if the student's work in class suffers as a result of his services elsewhere in school. A good approach might be for you to discuss the problem with the colleagues who excessively require this student's services; if that approach fails, then take up the matter with your immediate supervisor. On the other hand, the student may be actively seeking every possible opportunity to be out of class and so, "volunteers" every chance he/she gets. In this case, discuss the situation with the student. The alternatives are clear: either the student passes your subject or passes in out-of-class service! Approached this way, the student is likely to cut back on or drop entirely these extra-curricular activities during your period.

- Parental contacts should be *initiated promptly* whenever student is excessively late or absent.

Good personal work habits and attitudes. Students vary greatly in these respects. Some enter a room and immediately get to work. Others drift into their seats and indifferently stare through the chalkboard on which you have written some special assignment. One student keeps a notebook that is a model of neatness and organization; another carries an ancient binder of frayed looseleaf pages whose contents not even he/she can decipher. Yet, despite such differences among students you can encourage all students to improve their work habits and attitudes.

During the first few weeks of the term, be particularly persistent about such maters as these:

Students' notebooks.

- Separate section of looseleaf binder type
- Contents organized into sub-sections
- Legibility (good penmanship or typing)
- Written in ink only (no penciled notes accepted)
- Completeness of notes (no missing items)
- Quality of notes

Preparation for the day's class.

- Required books, pen, notebook, other materials (if any) brought to school and class
- Home assignment completed on time, available for homework review in class, collection or other checking procedure
- Other "due" items completed on time.
- Rather than publicly penalize unprepared students, reward on appropriate occasions prepared ones with extra credit or "plusses."
- Talk with unprepared students in private to determine reasons and to provide assistance so that each student can succeed.

Health and safety include such items as:

- Good sitting (and standing) posture
- Use of glasses, if prescribed
- Aisles kept clear of feet, books, etc.
- Care in use of room equipment (e.g., science, shop)
- Consideration of classmates' comfort, health and safety (e.g., covering a cough or sneeze, sharing a workbench or table fairly, etc.)

Conservation of public property

- Textbooks issued for home use kept covered; indicate the penalty for lost or damaged texts.
- Room furniture, bulletin boards, chalkboard, etc., kept free of damage (or further damage) from sharp implements, writing instruments, coloring materials, etc.

- Careful use in class of books, equipment and supplies distributed to students.
- Be vigilant to prevent intentional or inadvertent graffiti.

Good group habits and attitudes. Like their individual students, classes may vary greatly with respect to their ability to conduct a discussion, participate in a class demonstration or engage cooperatively in committee or other small-group activity.

Basic habits and attitudes, essential to class or other socialized group activities, that should get early attention include the following:

- Attending courteously to *any* speaker (student or teacher).
- Considering classmates' feelings, e.g., the student who makes a (ridiculous) mistake or who presents an unpopular point of view.
- Raising a hand to obtain recognition and permission to speak.
- Facing the majority of the class while speaking.
- Speaking loudly enough for all in the room to hear.
- Speaking clearly and correctly so that all can understand meanings.

Cooperation in keeping the room attractive and tidy.

Focus on developing in your students a sense of pride in the appearance of their room. This pride can be fostered through such practices as the following:

Bulletin board committee. To handle decorations and displays; to serve as "clearing house" for students' contributions; to remove outdated materials; etc.

"House" Committee. To assist with keeping the room clean and tidy; to "carry the basket," when necessary (especially at beginning and toward end of period); to clean the chalkboards and erasers; etc.

Individual students. To keep each assigned desk trough or work station clear of waste; similar responsibility for floor area under desk and in nearby aisle; cooperation with "House" Committee when basket is taken around.

Assistance with other class routine matters

Class Secretary. Assists teacher with attendance check daily; assists with other clerical routines as teacher directs.

Supply Clerk (or *Book Monitor*). Assists with the distribution and collection of books, supplies and other materials for use in class; helps to maintain the room inventory; trained to count quantities returned after distributions.

Board Monitor. Erases board at beginning of period; can also put up homework and aim.

Important teacher routines to focus on.

Check student attendance. Apply the principles discussed above. Be persistent and consistent.

Having told your subject classes that you will use the seating chart to check attendance, do so! Announce the names of absentees (to double-check for accuracy). Record each absence on the student's Delaney Card. Insist that students occupy the seats (or work stations) to which they have been assigned. Since you've asked your students to make written note of assigned row-and-seat number, don't accept "I forgot" excuses. After the first few days every student should habitually go directly to his assigned seat on entering your room. Therefore, be firm: Mark "absent" the student assigned to an *unoccupied seat*! You are sure to get greeted one day by such a complaint as, "I'm here! I just took the wrong seat by mistake!" Reject the complaint; hammer home your insistence that every student take his/her own assigned seat.

Be equally persistent in the matter of student's reporting to class on time. Ask late-arrivers to see you immediately after class. Then, go on with your teaching. "Late Admit" slips or other notes of explanation should be put on your desk. Later in the period (perhaps while the class is doing some "seat work") you can correct your records (change "A" to "L") and speak personally to the student about his/her lateness. If it turns out to be a "no excuse" lateness, record it as a

"partial cut." Of course, report to the appropriate office and to his parents any student who is *habitually* late to your class.

Pay special attention to cutting. Your school has special instructions for doing this; study them—and carry them out! In general, however, here are the procedures commonly in use:

If Class Section Sheet is available:

- Absentees' names are recorded; check the names of your absentees against this list.
- Write (*in ink*!), in the space allotted your period, the name of any student whose absence is not officially accounted for.
- Indicate whether "absent" (all period), or "late" (approximate number of minutes).
- Sign—your full name or initials.
- Note the absence (as a suspected cut) or the lateness (as a suspected "partial cut") on your records.
- Plan to follow up the matter the next time the student is to report to your room.

If students are on individual programs:

A Daily *Absentee List* for the entire school is duplicated by the office and distributed to all teachers; this distribution usually occurs well after the Homeroom period. You may receive the list *after* you have already met one or several subject classes. Your follow-up is therefore somewhat complicated at first, but will soon be "routine" if you:

- Record absences carefully each period.
- Check these names against those on the Absentee List, which is organized by *homeroom* classes.
- Note on your records "possible" cuts, requiring explanations not yet available.
- Submit your "cut" report, using the *Absence from Recitation* form or other form in use in your school. (Do this also in any case of extreme lateness to class—not, of course, for "tardiness" of a few minutes.)
- Plan to follow up the matter the next time your student is due to report to your class. (The student who has been

"legitimately absent" is likely to present an authorized absence note or other suitable explanation.)

- Refer "repeaters" to the appropriate Dean or other designated school official.

Protect your students' health and safety. Teachers of health education, science, industrial arts or vocational shop subjects consider the health and safety needs of their students as basic matters in instruction. But *every* teacher—whatever the subject—contributes to the student's welfare in these respects.

Early in the term, therefore, train your students to:

- observe safety rules,
- cooperate in emergency drills.
- apply the rules of personal hygiene.
- report observed physical hazards promptly to you.

Daily in your own routines, try to:

- check on students who should wear eyeglasses (one or a few may not have "raised a hand" when you were assigning front seats to students with vision defect; by this time, however, you may have received a special notice listing names of students with special health needs.

- inspect your room for serious hazards (e.g., defective light switch, dangling fixture, cracked or broken window pane, broken chair, etc.) and report them immediately, using the *Request for Repair* form or other form. Of course, also caution students about the particular hazard (e.g., staying clear of the faulty fixture, not using the broken chair, etc.)

- observe students closely for signs of illness (use proper referral form and procedure in such cases).

- be especially alert for symptoms of student reactions to drugs and other substances (e.g., excessive drowsiness or agressiveness, nausea, severe headache, vacant look in eyes, etc.); report any such case by *written sealed note immediately* to the Dean's Office. (Send the note with a monitor. Do not leave a class unattended.)

Strengthen your students' work habits and attitudes.

Be consistent in following up student routines and standards in such matters as:

- Notebook
- Uniform heading for written work
- Coming to class prepared for the day's work
- Homework assignments
- Conservation of public property (e.g., books issued for home use kept covered at all times!)

Be systematic in carrying out your management and teaching duties.

Don't fall into the trap of "putting off to tomorrow what you can do today." The desk into which you have stuffed items in any old helter-skelter way will be a *real* mess one week from now. Do not place the book shipment you receive from the bookroom hurriedly into the closet without putting the books in order or setting up an inventory plan; otherwise, on the day you distribute them for students' home use you may discover some wrong titles or a number of copies missing. You'll find it much more helpful to spend the time now rather than later, in establishing solidly systematic personal routines. Therefore:

Maintain an inventory of books and supplies.

Attach lists of book titles and supplies items, indicating quantities for each, to the inside panel of your supply closet door; do the same for portable equipment items, if any are assigned to you. Periodically, recheck your inventory.

When books are distributed to students for home use, be sure that you obtain a book receipt for each book issued. Follow your school's or department's instructions with respect to book distribution (for example: having students fill out gummed labels properly, recording the correct book number on the receipt form, etc.)

Keep the book receipts in a secure place until it is time to surrender them to your department office for safekeeping. This is an important record which must be maintained

accurately, if an adequate supply of textbooks is to be available for future semesters.

Use a definite student rating system.

Whether you use the Class Record Book, Delaney Book, or both—know exactly how you are going to record entries that are meaningful and that can be properly interpreted by *anyone* in authority. Such records are *official* documents in that their contents validate, or fail to validate, your ratings and reports on individual students. Your supervisor may ask for your records if, for example, some questions arise as to the *actual* number of times a student cut your class, or the quality of his daily "recitations" in your room.

Far more important, however, is your accumulation of objective data for rating students when report cards are to be issued and for your continuing use in guiding them individually.

What "system" should you use? Practices vary greatly—but common among the practices of highly effective teachers are these:

Absence, lateness or cut—the item is recorded!

Using the Class Record Book, one teacher will write "A", "L" or "C" in the column for the particular date; another will set aside one wide column of the Record Book page for recording attendance data—"17" to signify absence on the 17th of the particular month, "22C" to signify a cut on the 22nd of the month, etc. If excused or otherwise satisfactorily explained, the teacher circles the entry.

Users of Delaney Books use similar systems. The back of the Delaney Card provides five columns (1st Mo., 2nd Mo., etc.) each with numbers running from 1 to 31. The teacher records *absence* by drawing a line through the date, *lateness* by entering an L for the date, and *cutting* by imposing a C over the date. As in the case of Class Record Book users, the teacher circles the entry if satisfactorily explained. Another advantage of the Delaney Book is that the teacher may "turn over the card" when the student is marked absent, late or cut, and leave it in that position until an explanation is obtained.

Daily class work is recorded.

The traditional "10" or "0" is still being used to represent excellent or very poor performance, respectively. Some teachers prefer a coded system of marks; for example:

√ = good work in class
√√ = excellent, superior work in class
X = no work, or poor participation
H = homework assignment not turned in, etc.

The use of such a coded system permits the teacher to enter numerical ratings (85, 90, 45, 65, etc.) that represent scores on tests or ratings to be entered on report cards and permanent records.

Still other teachers use a system of *sequentially numbered* "job" assignments (e.g., in shop or typing classes)—or "homework" assignments (usable in almost any class)—or special "projects" or "experiments" (as in science laboratory classes). As the student completes each numbered job, assignment, project or experiment, the teacher records the credited item in the Class Record Book or on the Delaney Card.

Whatever code system is used, an "Explanation of Code" should appear in the rating book.

Character and personality notations are entered. As for "daily class work," an objective record of students' behavior and special services in class should be kept. For example, monitorial services should be indicated by such coded entries as:

SEC = Class Secretary
BKS = Book Monitor
HSE = House Committee
BB = Bulletin Board Committee

(This information is important when the time comes to credit students with service activities to be noted on their report cards and permanent records.)

Similar entries can be made for behavioral matters; for example:

T = excessive "talking" without permission
LR = left the room without permission
D = disruptive behavior

Important: If a pattern of poor behavior seems to be developing, supplement the record with separate notes, kept *chronologically and in precise detail*; this material may be invaluable if stern disciplinary action becomes necessary.

Strongly recommended: Inform your students about your "rating system." Let them know what specific symbols mean. Make frequent entries on the record of *each* student. It is a good idea to explain to students during the first few days of the term how their final grade will be determined, providing appropriate weights of exams, projects, quizzes, class participation, etc. See your chairman to get a copy of your department's grading policy.

In advance of report card issuance dates, review these detailed records with your students expecially with those who have earned failing grades. Blessed with supporting data, you can confidently invite a student (or parent) who is unhappy about a failing or other "low" mark: "Let's look at the record!"

Keep your records up to date! Add the name to your class list (or make out a new Delaney Card) for each new admission to a class. (List the date of admission.) Conversely, delete the entry in the case of any student removed from your class (indicate on your record whether discharged from school, or transferred to another class—and the date of the removal.)

Note changes, if any, on your class seating charts. As the term progresses, *you* will know your students' names without having to refer to these charts; but in the event you are absent one day, the *per diem* substitute in your program will need completely accurate charts.

Keep your planbook up-to-date! Aside from the fact that you are required to prepare daily, dated, written teaching plans *in advance* of the days when you will use them, you will find it very helpful to write your plans well ahead of time. Of course, find out exactly what the minimum "advance written plans" requirement is in your school or department. In addition, make it habitual to look ahead in your planning—and to review what you've already covered. In reviewing, use a system of some sort for recording completed items in your teaching plans—for example, visible checks or marginal notations in red or blue pencil.

Maintain an organized, tidy teacher's desk. Follow strictly your school's instructions with respect to where you are to keep official records and official forms. (You may, for example, be asked to keep your planbook and rating book in the top right, or left, drawer when you are not using these official records.)

Organize the desk in such a way that you can immediately find whatever you need; for example, you might allocate the desk drawers as follows:

Top — Rating book, planbook, official forms.
Middle — Paper supplies, envelopes, stationery.
Bottom — Miscellaneous supplies, such as, clips, stapler and staples, rubber bands, thumbtacks, extra pencils.

Resist the temptation to "dump" items into desk drawers; keep them organized and tidy at all times.

Vital: Lock your desk against thefts or other losses when you are not in the room

Never permit an *unsupervised* student to "get something" for you from the desk! Even a reliable monitor may yield to temptation to take a blank form or other valuable item.

(Indeed, observe these precautions with respect to all school and personal property! Keep your supply closets locked when not in use; don't hand your keys to a student with instructions to get something out of your teacher's

locker; and always be careful where you leave your handbag, purse, or other valuables, including official forms or documents!)

Instruct your students in the effective use of textbooks. In most secondary schools of the city, home-use books are distributed by subject teachers.

Whichever procedure is followed, you can help your students greatly to use their texts more effectively. On the day that your students *first* have their individual copies in your subject classroom:

- Clarify the relevance of the book's title and contents to the objectives and contents of your subject.
- If the book has a "To the Student" or other introductory section, review with the class some of the significant sentences or passages.
- Have the class skim the Table of Contents, reviewing how this part of the book can be used constructively by students.
- Bring to the class's attention other features, if any; for example: Table of Illustrations, Table of Charts and Maps, Glossary.
- Review the use of the index: its location, the alphabetical listing of items, the page references, the meaning of *boldfaced* entries (if any).
- Note areas of class weakness in the use of the parts of a textbook; plan lessons to strengthen students' knowledges and skills in this matter.

As the term progresses, plan "open book" lessons that will help your students to make more effective use of their texts. This effort on your part will not only contribute to better results in your teaching and in your students learning, but also support schoolwide (and citywide) emphasis on improving students' reading competence. Each such lesson should focus on one basic skill; for example: using the Table of Contents to get an overview of a big topic;

using the Index to locate the page on which a particular topic is discussed; skimming to find the answer to a particular question; grasping the main idea of a paragraph of explanatory material; selecting the essential details of a set of directions; etc.

Evaluate your students' progress and needs. In your daily contacts with your students, you'll make many observations about their abilities and achievements. But some of your evaluations may be subjective and quite transitory. Even the entries you put on your Delaney Cards or in the Class Record Book may be far from objective. The "10" or "√√" that you give one student for a particularly fine recitation or performance in one class might not be given another student who does equally as well in another class! The point, as many studies of teachers' ratings of students have indicated, is that our judgments may not be as valid and reliable as we like to think they are.

This early part of your service is hardly the right time—and this Manual, hardly the right medium—for a discussion of theories and practices in objective evaluation. Your subjective judgments about individual students are inevitable; nor are they necessarily invalid. However, they need to be verified by supporting data. That's why you've been encouraged to make frequent entries on the records of individual students numerous enough and spread over a long enough period, these "daily" marks tend to provide an "average" that is fairly dependable.

There's another way you can provide objective data for judgments and ratings: *quizzes* and *tests*. Here, too, be very cautious. It takes an expert group like *Educational Testing Service* months, sometimes years, to develop a test that can be considered reasonably valid and reliable. Very few individual teachers, experienced or beginning, can produce comparably objective classroom tests.

But test you must! You need to know whether or not your students have learned what you have taught. You need to know which students are doing well, and which are doing

poorly. You need to know what content or skills items may have to be reviewed or retaught. Testing is one medium for getting some answers.

Some testing tips

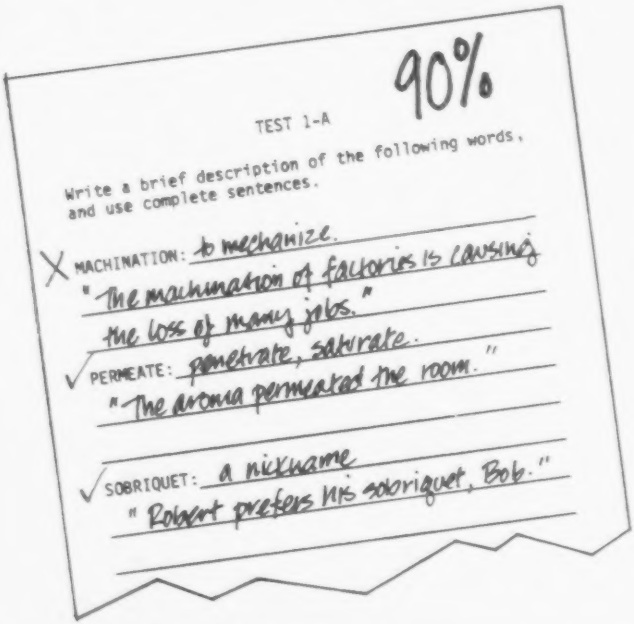
- Include quizzes and tests in your teaching plans.
- Give frequent quizzes (six 5-minute quizzes are often more productive than one 30-minute test).
- Duplicate the questions. Rexograph, mimeograph, or use a spirit duplicator to produce the number of copies you need. If you must, write the questions on the board (but keep them covered in some way until students begin the test.) Rarely, if ever, dictate the questions (some obvious exceptions, of course, would be a 10-word spelling quiz—rarely longer! —or a stenography transcription test.)
- Word the questions and directions *simply*!
- Use all types of questions: "objective", such as, multiple choice, matching, completion; "essay" questions requiring students to write extended answers in sentences and paragraphs.
- Vary the types of question used (see above) from test to test.
- Mark and return tests to students as soon as possible.
- Enter the marks in your record book.
- Go over the results of the quiz or test with your class: Indicate which questions were answered well (to promote their sense of achievement and encourage further effort); then review the questions that were answered poorly. (However, test review should be limited to one ten-to-fifteen minute segment of a period.) *Be prepared to reteach those concepts the class failed to master.*
- Interpret actual scores on tests cautiously. One test may be much more difficult than a second; marks of "70" on both tests may therefore not be really comparable. Or, a test may have so many questions that no student in the class has enough time to complete the test; on the other hand, it may be

so easy that everyone in the class gets a "90" or "100"—hardly an indication of a "discriminating" set of questions.

• A test that you distribute is an official school document. Therefore, *edit it carefully* and be sure to include the official school heading at the top.

The above suggestions may help you to prepare and administer your own classroom tests. But these suggestions are quite minimal. You may therefore want to dig more deeply into the professional literature on the subject. Your school and departmental libraries may have just what you want to read. In addition, don't fail to look at sample tests and questions that are available in your department's office files.

Finally, make use of your colleagues' and supervisor's "know-how" with respect to testing! Show them the tests you plan to give your classes; you may get a useful tip or two!


90%
TEST 1-A
Write a brief description of the following words, and use complete sentences.
MACHINATION: to mechanize.
"The machination of factories is causing the loss of many jobs."
PERMEATE: penetrate, saturate.
"The aroma permeated the room."
SOBRIQUET: a nickname
"Robert prefers his sobriquet, Bob."

Special Programs to Meet Special Needs

There may be times when you feel a student's needs are not being properly met. You may find that it is in the student's best interest to be evaluated and placed in an environment which will enable him/her to flourish academically and socially. Below are two of the more widely known Board of Education special programs designed to meet special needs.

Special Education

Programs are provided for students whose needs and abilities cannot be met by the wide range of mainstream classes. Students with special needs may be eligible for the services of a resource room or special education classes. Bilingual resource room services are also available for Limited English Proficient Students.

Students may become part of the Special Education Program in the following manner:

1. Students are referred to the Committee on the Handicapped (COH) by a professional school staff member, parent, physician, an agency, a judicial officer, or the student him/herself if over 18 for self-referral.

2. Parental permission is obtained so that the student may be assessed. The parent is interviewed in his/her preferred language. This evaluation process is conducted by the School Based Support Team (SBST) which consists of a social worker, psychologist, and educational evaluator. If a student is limited in English proficiency, a bilingual assessment team will be provided.

3. At the conclusion of the assessment, the SBST may recommend:
- that the student remain in general education.
- that the student receive a general education with related services in the home school.
- that the student be placed in a generic resource room in the school.
- that the student be scheduled for COH review for placement in a self-contained special education class.

4. If the student is recommended for special education services, then, an individual education plan (I.E.P) is developed to meet his/her needs.

Bilingual and ESL programs

Districts and high schools with Limited English Proficient students (LEPS) must provide bilingual/English as a second language (ESL) instructional programs that adhere to federal and state regulations and court mandates ensuring equal educational opportunities.

In New York City public schools, students whose home language is other than English, are administered the Language Assessment Battery (LAB). If they score below the 21st percentile, they are entitled to receive the following bilingual services: intensive instruction in English as a Second Language (ESL), subject area instruction in their native language; and reinforcement and development of their native language.

This program allows the student to learn the English language while learning subject areas at the appropriate instructional level. In addition, students should be given the opportunity to spend the maximum amount of time with English-speaking students whenever possible without denying them the three elements indicated above.

However, when schools do not have a sufficient number of entitled LEP students with the same home language to warrant bilingual classes, then they are required to offer a a minimum, ESL instruction.

Programs for entitled LEP students may be implemented under a variety of organizational models. Some of the suggested models are: A Transitional Bilingual Classroom, Maintenance Bilingual Classroom, ESL Learning Center, Two-Way Bilingual Education.

For further information on these and other programs available, consult your school principal.

A Brief Glance Ahead

Official or subject teacher, you want some idea of what lies beyond these first few weeks. Rest assured: you will be informed about coming events long in advance and with much detail. As a matter of practice, your school probably issues a term calendar that specifies the dates when certain pre-scheduled events will take place. Additional information will be provided in school circulars, bulletins and other notices, as well as at faculty, department and other group meetings.

However, some of these future calendar items have direct relevance to your in-the-classroom services right now. A brief preview, therefore, might be helpful to you. For example:

First student report card issuance date

Like many other schools, yours may have set the 6th or 7th week of the term as the end of the "Preliminary" or "First" rating period, for report card purposes. You see, therefore, how important it is for you to get to know your students and to begin as soon as possible to accumulate meaningful marks and other record entries for each. Even if your school's policy is to issue the first report at the end of the 10th week of the term, your early start is important.

Parent-Teacher Conference Days and Open School Night

These times are set aside for conferences between parents and their children's teachers, and occur in both the Fall and Spring semesters. You'll want to be prepared to discuss any child in your classes knowledgeably and constructively. It's a good idea to have on hand samples of student work to reinforce any points, particularly negative ones, you wish to make.

Examinations.

Uniform subject grade examinations are department-prepared and administered on days specially set aside for the purpose. Although your school's policy *may not* be to give midterm examinations, there will be other times during the school year when all the pupils registered in a particular subject/grade may be asked to take the same examination. Obviously, you'll want your teaching plans to cover the course of study content likely to appear on the examinations.

Standardized, Regents and Citywide examinations are administered on specially designated days, with the school on "examination day" schedules. You should know whether or not any of your classes will be taking one or more of these examinations.

Legal school holidays

If your subject classes normally meet five days each week, the fact that school is not in session on a particular weekday should not unduly complicate your teaching plans. However, suppose you teach health education, music, art or some other subject *fewer than* five times a week for each class! The Thursday and Friday that schools are closed may be just the days when you would normally have met several of your classes. During that particular week, therefore, you may meet some of your classes fewer times than others. You'll have to note the effects of these discrepancies in your planbook.

Low attendance days

Often, large numbers of students are absent on half-days or days before a holiday. Nevertheless, meaningful instruction must take place. Conduct a review session, ask students to write, provide individualized help or give a test. Under no circumstances should students have a "free period."

Chapter Four:
Good Management

Student and Teacher Routines

The four-column, double-page chart on the following pages summarizes a number of basic routines that students and teachers should follow. Although *specific details* of these "common practices" may vary from school to school, or teacher to teacher, you should find the organization of routine items in chart form helpful to your distinguishing the trees from the forest. For example, note the treatment of a substantial number of "Health and Safety" matters under this one heading. Many of these matters were also treated in earlier sections of this manual. However, by reassembling them in *this* section, we provide a more unified description of this basic area of teacher responsibility. You can use the chart also to *self-check* whether or not you have overlooked a routine matter in a particular area, as well as how comprehensively you have dealt with your management duties as a homeroom and subject class teacher.

Every student and teacher routine is a means to an end—not an end in itself. Knowing exactly what each routine entails and carrying it out with almost automatic efficiency, you are able to focus your creative energies on your guidance and instruction of students. On the other hand, if your students or you are confused about routine matters, precious time is lost and the more important needs of your students are sacrificed. Clearly, therefore, you need to be judicious about the time and attention you give to setting up these routines—just enough time and attention to establish important routines firmly, but not so excessively that your teaching time and plans are constricted.

Ideally, each routine should be introduced in its "natural setting"—at the logical or psychological moment when its introduction will help you carry out some important duty or responsibility. Thus, on the first day that students report to your class, you deal with the routines of "arrival"; when seats are to be assigned, you deal with the routines of attention to individual health needs and organizing the seating chart; if a student is injured, you follow the routines of preparing an accident report. The chart on the following pages can, therefore, be used by you as a frame of reference, indicating precisely what steps you should take. Finally, to obtain still more information that may be available on a particular routine item, follow up the cross-reference indicated by *boldface* or look up the item in the index.

Use the suggestions in this part of your manual with confidence. Develop your pupil and teacher routines steadily, deliberately and cumulatively. You'll soon find yourself well on the road to really *Good* Management!

Good Management: Student and

Item	Students
Arrivals: *At school*	• Know exact time due in school. • Use best travel routes to school. • Leave home early enough to allow for possible transportation and other delays. • Use proper building entrance. • Enter building in orderly manner. • Proceed directly to first room on program (or to assigned locker in a corridor or other general area).
In class	• Know daily schedule. • Carry Official Program Card. • Report promptly to each class. • Use most direct route in going from class to class.
Attendance: Compulsory education laws: minors up to age 17 must attend school; *Employment Certificate available* to 16-year-old, under certain conditions. Board of Education is required to provide appropriate education to all students up to the age of 21 or until they have earned a high school diploma.	• Understand and follow attendance standards and procedures. • Attend school regularly except for personal illness, death in family, or appearance in court (as witness or defendant). (Schools generally "excuse" absences also because of a verified emergency at home or extreme weather conditions affecting public transportation facilities used by pupils.) • Bring note from home explaining each absence (one day or sequence of days); bring "doctor's certificate" to cover extended period of illness.

Teacher Routines

Teacher	Additional Notes
Homeroom • Emphasizes importance of early arrival at school. • Reviews with class best travel routes, allowing adequate time; etc. • Instructs class re: wardrobe or locker procedures and assignments. • Emphasizes importance of prompt arrival to each subject class.	Some students may report to school on time, but may be late to their first class; caution, therefore, against loitering at lockers or other locations.
Subject Room: • Is in room in time to receive the class. • Checks lateness of students regularly (see Punctuality, item below). • Reinforces need for prompt arrival to class	Subject room may be the first room to which the students must report (Homeroom period later).
• Reviews and enforces attendance standards and procedures.	The *Rollbook* is a document, retained for many years in the school and subject to subpoena or other legal referral. Therefore, accuracy is vital; so, too, are legibility, entries in ink, corrections in red ink.
Homeroom: • Checks attendance personally. • Maintains accurate records of class and individual attendance. • Personally writes entries, in ink, in *Rollbook*; corrections in red ink only. • Demands signed notes from home or other documentary proof for each absence. • Alerts school personnel (Attendance, Guidance, etc.) about special student cases.	Attendance reports must be accurate: data on the *Daily Attendance Report* to the office are used for official reports and

Item	Students
Attendance (Cont'd)	
Punctuality: • Lateness is "partial absence."	• Report to school on time. • Report to their first assignment on time. • If late, obtain a *Late Admit* slip authorizing admission to first period room; similarly, to other period rooms. • Report to all subject classes on time. • Use proper stairwells to reach next assignment in shortest possible time. • Observe traffic regulations (e.g. use of *up* and *down* staircases). • Do not loiter during changes of periods. • Do not use pupil toilet facilities during a change of period; report first to class, obtain permission to leave the room and use official *Room Pass*.

Teacher	Additional Notes
Subject Class: • Checks attendance closely each period. • Records absences on students' records.	for the Daily Absentee List. The entries on the *Attendance Sheet* (covering each *Attendance* Period) must similarly be accurate.
• Begins period's activity promptly. • Plans important and interesting student activities for beginning of each period. • Checks lateness closely. • If student presents no *Late Admit* form or other written, signed explanation of the lateness—follows "Cutting" procedure (see below) • Reports habitual lateness of any individual student to the proper office or school authority. • Speaks to latecomers after class to determine reasons for lateness. • Maintains a daily, dated lesson plan for each class period.	• To encourage punctuality, make it worthwhile for students to be in school and in class on time! Use such beginning-of-period devices as: —brief quiz —special student report —discussion of a current news item (related to the class's study) —homework review —test papers returned and reviewed —new assignment explained —special "free" materials distributed etc. Begin promptly! (if *you* stall for time, why should students rush to class?) Never wait for stragglers—even if a large part of the class is delayed (you don't yet know why!)

Item	Students
Cutting: "Unauthorized" absence from class	• Engage in no activity outside of regular classes (homeroom and subject) during school hours unless **authorized in writing** and in advance by the office or activity supervisor, or **approved in advance** by the teacher from whose period and room the student will be absent. • Appreciate that "cutting" *any* class or other assignment is a most serious disciplinary matter (the school's authorities, as well as the student's parents, must have firm confidence that he/she is in school, and in the rooms to which he/she has been assigned.) Cutting is a positive decision to hurt oneself academically; it also shows lack of consideration for fellow students, parents, and teachers.

Teacher

- Checks each absentee's name against: *Class Section Sheet* (junior high school) or *Daily Absentee List.*
- Records "suspected" cut for any not-yet-explained absence from class.
- Submits *cut slip* (e.g., *Absence from Recitation* form) to proper office or official.
- Uses device to remind himself to follow up the cut when next the student reports (e.g., *Delaney Card* turned over in slot; red "C" recorded for the particular date or "C" recorded in markbook).
- Demands written explanation of the "unauthorized absence" (verbal explanation for first offense).
- Penalizes a cut in some way (double absence, extra assignment, zero, etc.)
- Excuses, if circumstances warrant, a "first offense." But acts vigorously and promptly in case of repeated offense.
- Speaks with students after classs about cutting offenses so as not to waste instructional time.

Additional Notes

In some cases, the "cut" may be unintentional (the student did not understand the procedure he should have followed; the teacher who was using the student's services neglected to clear with you in advance; etc.). Therefore, investigate before reaching conclusion and, as always, speak to the student privately.

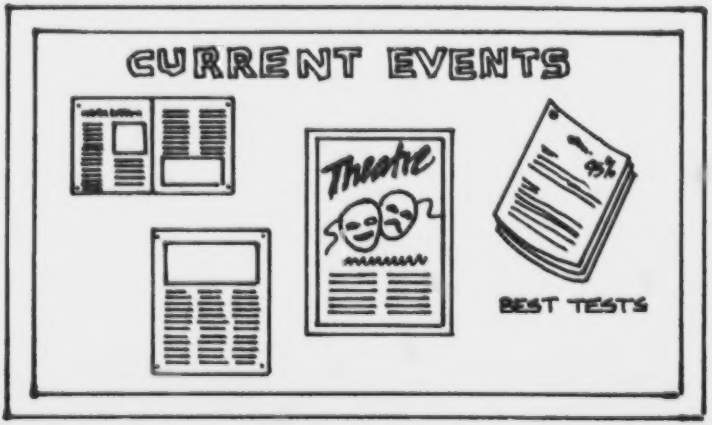
In other cases, the "cut" may be merely another symptom of the student's poor attitude or self-sabotage; in such cases, follow-up action might be left to the student's grade adviser or the deans and guidance counselor. The deans and parents should be notified as well.

Item	Students
Room Facilities and Physical Conditions *Adequate light*	• Position selves at desk or other work station so that light falls from behind over left shoulder, if possible; check adequacy of light falling on reading matter or own work area (e.g., workbench, typewriter, laboratory table, etc.). • Report poor conditions to teacher.
Adequate ventilation	
Comfortable room temperature (optimum during winter months: 68°)	• Inform teacher if uncomfortably warm or cold. • Dress appropriately for particular season or day's weather conditions.
Orderly arrangement of furniture	• Keep movable items (desks, chairs) in normal arrangement. • Straighten out own furniture on entering and before leaving the room. • If last period of the school day, "put up" chairs on desks, tables, etc. (assist in custodial cleanup of room).

Teacher	Additional Notes
• Switches electric lighting on , if needed. • Adjusts windowshades against sunglare or over-bright light falling on pupils in the room.	Conserve electricity: Turn room lights off when not needed, or if room is not later to be occupied. Check adequacy of light at students' desks and work stations. Report lighting needs (e.g., lamp replacements) to office.
• Adjusts windows from top. • Uses special equipment if provided (e.g., heating-ventilation system unit in room)	Do this yourself; never ask student to adjust windows. See that window pole is kept in safe position.
• Adjusts windows (or room unit) to provide and maintain comfortable room temperature.	Contact custodian for repairs of broken windows, shades, etc. Be alert to possibility that room may become overheated or "stuffy" without your realizing it.
• If in room before class arrives, realigns furniture, if necessary. • Uses students to assist when available. • Provides time, during last period room is to be occupied for the day, for class to "put up chairs."	Don't be over-fussy but definitely do something about scattered furniture. Excuse any student who has a handicap (e.g., heart ailment, recent return from long illness, etc.) from lifting chairs.

Item	Students
Room tidiness	• Cooperate in keeping floor, desk troughs, other general areas free of waste • Habitually put own discarded paper (or other material) in room's waste basket or waste container.

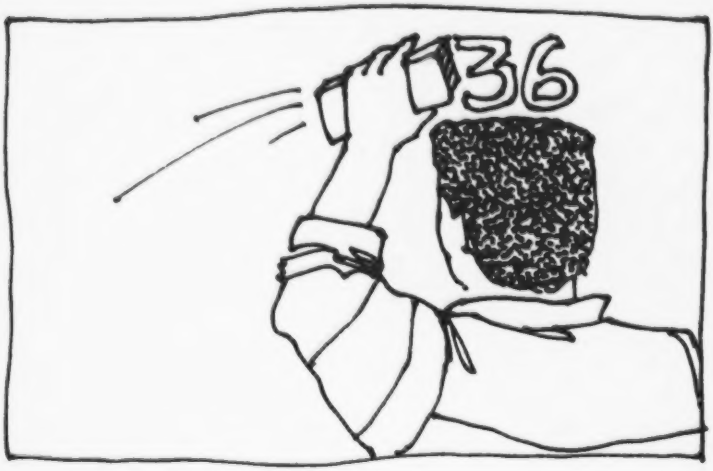
Displays	• Contribute materials for bulletin board displays. • Avoid damage to displays or bulletin board material (cork-board, burlap, etc.) Watch for damage to displays.



100

Teacher	Additional Notes
• Insists on clean floors, desks, other room areas. • Has students pick up papers near individual desk area, and clean out own desk; sends basket around at beginning and end of period, if necessary. • Prohibits food or candy in the classroom. • Prevents graffiti or other damage to property.	Set an example, yourself; pick up a bit of waste in the room and put it in the basket anytime you make similar demands of your students. Praise the entire class for room tidiness and their cooperation; deal with indifferent individuals privately.
• Personally supervises display of materials. • Assigns students to Bulletin Board Committee. • Changes displays often, keeping materials current and relevant to classes' studies. • Covers displays with plastic to avoid damage and vandalism.	Keep displays attractive and well-organized. Put up samples of students' superior work (e.g., best test papers, exceptional written reports, artwork, etc.) Include such items as Job Assignments, Progress Chart, Class Test Scores, Committee Assignments, etc.

Item	Students
Chalkboard	• Write on board only when assigned to do so by the teacher. • Help with keeping board, erasers and dust shelf clean.



Storage facilities	• Open closets or take materials only on instructions of the teacher. • (If assigned) assist with distribution and collection of books and materials, as well as with inventory count, cleanups, etc.

Teacher	Additional Notes
• Checks board's cleanliness at beginning of the day or period; uses student assistants to remove extraneous matter, clean erasers, put out chalk, etc. • Writes clearly so that all in the room can read without difficulty. • Is consistent in lettering: use of upper-case and lower-case letters. • Sets an example of good written English (sentence structure, parallel structure, spelling, usage, grammar, etc.)	If another teacher is to follow you into this room, leave the board clear for his/her use! If you need more than one chalkboard section for your material (summary of high points, questions, etc.), move from left to right in orderly sequence. Send one or a few students to the board at times. Occasionally, use a student at the board to keep a running record (summary) of points developed in the lesson.
• Keeps storage facilities locked when not in use. • Maintains an inventory of books, equipment and major items of supply. • Has a system for distributing and collecting materials used in class.	Permit no student to open a closet or file cabinet unless under your personal supervision.

Item	Students
Teacher's desk	• Unless asked to do so by the teacher, do not sit at the teacher's desk or remove anything from its surface. • Are never permitted to remove items from the teacher's desk drawers, or to open the desk with a key, even under supervision.
Specialized equipment (shop, science, business laboratory, computer, etc.)	• Operate equipment efficiently. • Demonstrate safety habits and attitudes (e.g., electric typewriter or adding machine turned off before plug is inserted or removed; machine guard in position; safety goggles used if necessary; etc.) • Report faulty equipment promptly to teacher.

Teacher	Additional Notes
• Keeps drawers locked when desk is not in use. • Keeps contents organized (individual drawers for special records, forms, supplies, etc.) • Keeps personal valuables (handbag, purse, watch, or the like) off the top of the desk. • Leaves no money in the room at any time. • Locks the door when leaving a room unattended, at the end of a period.	Resist the temptation to "dump" things into drawers when you are in a hurry; keep your desk tidy and well-organized at all times. Don't permit students to look through your desk. Protect your valuables; keep them with you at all times, or under lock and key.
• Instructs students in efficient (therefore safe) operation of equipment. • Administers general safety tests, as well as specific tests prior to operation of individual equipment items. • Submits monthly *Shop Safety Report* to immediate supervisor. • Regularly checks equipment for defects and possible repairs needed. • Closely supervises class when equipment is in use. • Personally turns Main Switch (electric power) on or off.	See *School Shop-Safety Manual*, Board of Education publication, for specific regulations and instructions.

Item	Students
Readiness for Period	• Come fully prepared: (Notebook, texts, pen, other supplies brought to class.) Homework assignment, if given, completed and available in class. • Enter room quietly and take assigned seats immediately. • Habitually look at board for special instructions or assignment. • Clear desk (or work station) of all belongings except those needed for the lesson.

Teacher

- Regularly checks pupils' preparation for the period (homework, notebooks, pens, necessary texts, etc.)
- Enters notation re: lack of preparation on student's record.
- Supervises class's arrival and seating.
- Frequently uses chalkboard for instructions to class (e.g., homework assignment to be copied, outline of period's activity)

Additional Notes

Since you require students to bring notebooks daily, be sure they're used daily and checked at regular intervals!

Since you require written work to be done in ink, don't accept pencil! (Have a supply of inexpensive ballpoint pens to lend students, but charge such loans against the student's records, and be sure you jot down borrowers' names, so that you insure return of borrowed pens.)

If you require the class to bring texts to school every day, be sure to make *some* use of the books during every period; otherwise, specify in advance which days you want books brought to class.

Item	Students
Student Accounting (other than attendance, punctuality, cutting—see above)	• Keep own notebook records of assignments completed, test marks, individual needs (e.g., personal spelling list, items missed on tests, etc.) • Follow "Out of Room" procedures. Report to assigned room first. Obtain permission to leave. Fill in data in *Out of Room Book* (or other records)—Time out, Time returned, and full name and class. Use regulation *Room Pass* or dated, timed pass signed (and collected) by teacher. Return to room promptly. • Assume personal responsibility for delivering communications to parents or guardians, when requested (e.g., Parents Association meeting notices, Open School Week announcements, etc.), returning signed *report cards* (and other items requiring parents' signature) and obtaining teachers' signatures on such forms as program cards, "Return after Absence," "Service Credit," etc.

Teacher

• Motivates and instructs class re: keeping of individual records. For example:

Assignments

#	Date Due	Topic	Date Completed

• Enforces "Out of Room" regulations; inspects record for evidences of excessive room-leaving (by class, by individual students).
• Keeps the record up-to-date.
• Protects regulation Room Pass against loss or theft by checking its return to the room (hook, board dust-shelf) before class is dismissed—and by putting it in locked desk drawer for over-night safekeeping.
• Keeps careful record of names of students given communications to be brought home, report cards issued, etc.—and notes cases of items not returned.
• Gives student leaving the room a pass that is signed by teacher, indicating the date, time or period and the student's name.

Additional Notes

Periodically inspect; write comments, rate and initial checked items.

Maintain full records of pupils' class work and behavior (*Delaney Book, Class Record Book*). See pp. 171-191 for details.

Maintain a balance between being considerate of students' needs and yet not allowing a student's needs to disrupt the class. For example, if a student takes advantage of the room-leaving privilege, deny him/her the privilege during your period! You might also try this with the student who insists he/she *must* leave the room often: refer the student to the Medical Office for a physical checkup, if necessary.

Item	Students
Health and Safety: *Emergency Drills*	• Know meaning of signal for each type of drill: 3-3-3 Fire Drill 5-5-5 Shelter Drill "Take Cover!" 2 Return to Homeroom Respond immediately by stopping work, giving full attention to the teacher (or other person in charge), responding instantly to commands, and maintaining silence throughout the drill.
Dismissals	• Follow instructions exactly: —Dismissal from *subject* class—as required by the subject teacher (instructions may vary from teacher to teacher). —Dismissal from the *building*—as required by the school administration (e.g., use of assigned stairway and exit).

Teacher	Additional Notes
• Checks Emergency Drill Chart on display *in every room used.* • Instructs each class re: drill signals, immediate attention and silence, assigned route (to Exit or Shelter Area). • During Drill, is alert to possible emergency condition (e.g., "blocked stairwell") and responsive to special instructions from school officials (e.g., floor or section "warden").	Check location of Fire Alarm Box nearest each room you use. Review school's procedures for reporting a fire or other serious danger (e.g., by intercom, messenger, etc.) During any emergency drill, focus on "speed with safety." Don't hold up moving the class to scold or otherwise discipline an individual student, "lock up," etc.
• Explains and enforces procedure for dismissing class from the room and from the building: —*Teacher's* signal to "stop work!" —Time provided for cleanup, returning materials, wardrobe procedure (if applicable), etc. —Orderly lineup (through rear and door-aisle of room, by rows). —Quiet while exiting from room. —(If dismissal from building) class directed to proper stairway.	Remind students that bell signal ending period is *your* signal, not theirs! (See detailed suggestions under "First Day," *Homeroom* and *Subject Classes.*) Don't detain class if due in next period. Though it is rare to keep students after school, this may be done if parents are given 24-hour notification and the teacher informs the appropriate supervisor of this fact.

Item	Students
Change of Class Period	• Leave each room in orderly manner. • Keep to the right in the corridors. • Use "Up" or "Down" stairway correctly, if appropriate. • Do not loiter, form groups, or otherwise "block traffic." • Report first to assigned room before going to students lavatory. • Walk at moderate rate, especially on stairs.
Personal Hygiene	• Wash hands following toilet use. • Wash hands if soiled during class or shop activity (e.g., grease, paint, grime). • Wash hands before lunch.
Accidents	• Report any injury to self immediately to the teacher in charge of the group. • Report injury to classmate if latter fails to do so. • Practice safety rules.

Teacher	Additional Notes
• Stands at door of room during each change of period to help with supervision of movement of students, keeping to the right, good behavior. • Sets example for students in own observance of traffic regulations, and in stopping and reporting student violations.	—except if you still have your own class in your room (sequential periods, e.g., multiple shop periods, double typing period, etc.)
• Provides time for handwashing, made necessary by own class period activity. • Sets and examples by dressing appropriately: neat clothing, tie, jacket, slacks, skirts and dresses, etc.	Periodically review reasons for handwashing, especially if your students go directly from your room to lunch.
• Is constantly alert to potential hazards and reports such to school authority. • Administers first aid when necessary. • Reports *every* student accident, however minor it may seem. Uses school's *Accident Report* form; obtains written statements from injured student and two or three witnesses.	Follow School's instruction re: administration of first aid, especially "cautions" with respect to what not to do in case of accident. Check statements of injured students and witnesses carefully for completeness and accuracy; if the injured student cannot write, take down oral statement and have witness(es) countersign.

Item	Students
Records and Reports	• Fill out forms, when required, neatly and accurately and ask questions of buddy teacher and/or supervisor, if in doubt; e.g., —*Program cards*, copies —*Delaney cards* —Reduced fare applications —Questionnaires (if administered) School and Community Service, credit claims —Request for interview (e.g., with grade adviser or counselor) —Job application (e.g., Work-Study program, part-time employment, etc.) Honor Society membership application • Assume personal responsibility for obtaining subject teachers' signature on program card and parent's signature on report card, notices to the home, *Lunch Eligibility* application, etc.—and returning these to the school. • Assume responsibility for submitting Late Admit, Admit after Absence, *Change of Program* forms, etc., to the appropriate teachers.

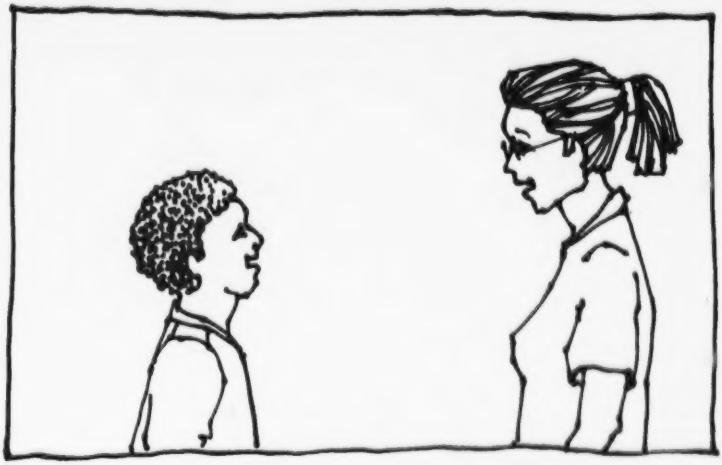
Teacher	Additional Notes
• Carefully instruct students re: filling out *each* required form: put sample on board, or duplicated sheets; checks each student's entries carefully for neatness, completeness and accuracy. • Keep record of forms issued to entire class or individual students that are to be returned to him/her, follows up delinquent cases after due date. • Is personally neat, accurate and prompt in his/her handling records and reports: • *Homeroom:* Rollbook procedures, Daily Attendance Report, Class Section Sheet, Attendance Sheet, Report Cards, Class Rating Sheets, Permanent Records, etc. • *Subject Class:* Seating charts, Class Record Book, Delaney Book, Class Rating Sheet (or other form used for recording subject marks), Character Ratings, Service Ratings, etc. • Asks questions (of buddy teacher or supervisor) if in doubt as to proper procedure.	Official reports and records must be handled personally (and only) by you to insure: Legibility Accuracy Prompt submitting Never allow a student to write in the Rollbook, make entries on a report Card, handle student's permanent records, etc. (Aside from the need for accuracy in preparing such reports and in maintaining records, the *confidentiality* of the individual student's record must be respected.) On the other hand, make as much use as possible of student assistance, for example, in marking objective test papers, in maintaining a bulletin board, Class Chart or book inventory, etc.—records and reports that are not submitted to the administration or kept permanently on file.

Chapter Five:
The Road to Discipline

Every new teacher worries about discipline: "What if my students won't behave? How do I get them to listen to me?"

Good discipline involves many factors but it depends first on your own attitudes and understandings. These determine the kinds of relationships that you can establish in the classroom.

To be a "good disciplinarian"—neither a martinet nor an intimate friend but an adult with whom students can work effectively—you must begin with your own philosophy and attitudes.



A Genuine Regard and Concern for Students. Any student, whether 8 or 18, can tell readily whether you like and respect him/her and will react accordingly.

An understanding of the ways in which adolescents are alike. Big or small, bold or shy, they seek security and recognition; they thrive on achievement and appreciation; and they want to cooperate and to belong if you give them the chance.

An understanding of the ways in which students are different. There are obvious differences such as size, sex, race, appearance and personality. There are less obvious differences such as abilities, talents, aspirations, social maturity and emotional reactions. You can never get to know your students completely, but the more you recognize their differences and learn about them as individuals, the more successful you will be in your relationships with them.

Of course, as important as attitudes and understandings are, they are not enough in themselves. They are a beginning. To proceed further along the road to discipline, you must grasp the answers to some key questions. Also you must be able to apply those answers in actual practice.

Here are the questions—and the answers:

How can I encourage students, by my manner in the classroom, to behave and to work with me?

- Act as if you *expect students to be orderly* from the minute they walk into your room. Show that you take this type of conduct for granted.
- Have everyone's attention before you start talking. Stop when there is noise or inattention.
- Speak quietly but audibly. Don't shout, nag or repeat.
- Don't talk too much. Ask questions. Involve the students in discussion or activities.
- Be businesslike but also *be friendly.* Smile on occasion. Show that you have a sense of humor but within reasonable limits.
- Without fuss hold students accountable—for lateness, for absence, for homework, for other obligations. Avoid confrontations.
- Maintain your dignity but *don't be pompous or perfect.* Admit your own mistakes.
- Treat minor misfortunes calmly but humorously, and without sarcasm; e.g., books falling or liquid being spilled. Then pass over the situation quickly and continue with the lesson or activity.

How should I handle group infractions or misbehavior?

- Don't wait until a class is out of hand. When students become restless, change your activity, your approach or your pacing.
- Focus on individual culprits rather than the class in general. Try to divert ringleaders by asking them questions or by assigning them to appropriate tasks or activities. Also, speak with them privately after class.
- Keep your temper and your poise. Students may test you to find out how far they can go but *they are not being personal.*
- Avoid making threats, but if you promise something, deliver! Consistency is important.

• If you continue to have difficulty, *analyze possible causes:* your manner or attitude, your management of routines, your teaching procedures, your relationships with individual offenders, etc. Speak to colleagues or your assistant principal/supervisor for help.

• *Seek help or advice,* when you need it, from an experienced colleague, a guidance counselor or a supervisor. While you must try to solve your own problems, *don't wait until a situation is beyond control.*

• Familiarize yourself with the school's "Discipline Code" and apply its provisions, firmly and consistently. Don't ignore minor infractions; they can lead to major ones, if left uncorrected.

• When you are in the halls or in a large-group area such as the cafeteria or auditorium, do not be oblivious to what is going on around you. Assist in maintaining the tone and order which is required.

• If a student-offender refuses to identify himself/herself or cooperate, avoid a more serious situation which may arise from a confrontation. Take careful note of his/her description—what he/she looks like, what he's/she's wearing, etc.—and report the student to the dean as promptly as possible. If you can observe the student entering a classroom, the teacher will be able to identify him/her for you.

How should I deal with individual offenders in the classroom?

• When a student is committing some minor infraction—inattention, calling out, annoying his/her neighbor—try stopping and looking directly at him/her. Or, talk to him/her quietly while the rest of the class is working. Change seats if necessary.

• After a correction or reminder, treat the issue as closed. Act toward the offender as you do toward other students.

• Emphasize the behavior, not the student, so that it is the action you disapprove rather than the individual. Stress that the class is being disturbed or impeded rather than the teacher.

• Don't argue. Avoid open clashes. Instead see the offender alone at another time. Do not confront him or her directly in front of the class.

• Don't force an issue so that a student is made to lose face. Never embarrass or humiliate a student.
• Never send an offender out of the room alone. In an emergency, where a student must be removed, send him/her with another student and a note or referral slip or send another student to the nearest office for assistance.
• Never use corporal punishment. Avoid placing your hand on a student, especially in a tense situation.

How should I deal with discipline problems that cannot be settled in class?

• Talk to the offender in private. Try to determine the causes of his/her misbehavior. Try to reach an agreement or understanding.
• Make the punishment fit the offense. For example, give the student who has thrown papers on the floor an assignment as basket monitor. Remember, however, that every offense need not be punished, particularly where an understanding can be reached.
• Leave the offender with the feeling that he/she has a chance to redeem himself/herself.
• Use the resources at your disposal;

1. Check the student's record for background and achievement.
2. Get information and suggestions from other teachers or guidance counselors who know the student.
3. Speak with the student after class.
4. Analyze your own approaches.
5. Channel the student's energies into useful activities.
6. Communicate with or see the parent in accordance with procedures in your school.
7. Keep an anecdotal record for chronic offenders.
8. Consult informally with a supervisor, a counselor or an experienced colleague.

• After you have exhausted your resources without results:

1. Refer the case to a supervisor, dean or counselor in accordance with school regulations.
2. Include on the referral form the specific offense or offenses and the measures you have taken to help the offender.

3. Send additional material that will be helpful such as anecdotal records.

• In an emergency situation such as a fight or a serious threat:

Make an *immediate referral* with or without an official form. Never send a student out of the room alone. Send a note with another student accompanying the offender. Send the official form later if necessary.

How should I handle specific types of disciplinary infractions?

Infraction	Strategy
Constant talking	• Ask student questions so that he/she must pay attention. • Check student's work. • Assign to activity such as chalkboard. • Change student's seat.
Calling out or interrupting	• Have students raise their hands and then be called on to recite. • Refuse to accept or give credit for an answer that is called out. Ignore such responses. • Stress that other students should be given a chance to respond. • Give each student opportunities to answer questions in approved fashion. • Talk to the student after class if necessary.

Infraction	Strategy
	• Expect students to respond to one another appropriately.
Refusal to do work or open defiance	• Make notation; then speak to student privately. • Determine cause: work not understood, physical indisposition, emotional reaction, lack of motivation, etc. Suit follow-up action to cause. • Use resources as needed. (See pp. 111-112.)
Fooling around or horseplay	• Keep class working so that the offender or offenders are isolated. • Insist calmly but firmly that nonsense be stopped. • Check work and make notation in marking book or Delaney Card. • If misbehavior stops quickly, continue lesson as if nothing has happened. • If misbehavior continues or is repeated, see offender or offenders after class or after school. Follow up as needed (change seats, contact parents).
Improper language	• Indicate calmly that language is improper and uncalled for. • Don't take obscenity as personal affront but as offense against class and school.

Infraction	Strategy
	• If remark is just one out burst of temper, keep your own record and try to adjust matter by talking to student in private. • Don't insist on public apology. If student is repentant, his/her attitude will be evident to the class. • If improper language is repeated or is part of a poor behavior pattern, send referral form in accordance with school regulations. • Allow student to view you as a role model by behaving properly yourself.
Leaving room without permission	• Don't try to stop student by physical force. Send another student with note to inform suitable school official. • Mark student as cutting for time he/she is out, and follow school procedure for cutting. • Continue your lesson. • Follow up when student returns, using resources at your disposal. Suit your actions to the causes and the student's attitude.
Argument between students	• Separate students quickly. Seat them in different parts of the room. If argument stops, see each student separately. • Make certain argument has been settled. If argument threatens to continue after class or after school, notify office.

Infraction	Strategy
	• If argument continues in class, send one of the disputants out with another student either to an adjoining teacher or an office, with a note. • If a fight starts, do not become involved. Rather, notify school security immediately.
Disappearance of teacher or student possessions	• Give culprit chance to return article immediately without penalty, and possibly without detection. If article is not returned and you find culprit, send referral form at once. Theft, as distinct from mere mischief, is a serious offense. If article is not returned or discovered, send promptly for school official. Keep class in room until official arrives.

Note: It is not possible to cover every type of infraction or to give a precise formula for coping with each infraction. The situations and measures described are illustrative and are intended to serve as a guide. Much will depend on your own judgment, also on the regulations and procedures in the school where you are assigned. For example, the Class Section Sheet and the Charge Slip are forms used in junior high schools for reporting minor offenses to the homeroom teacher. High schools use Referral Forms to report infractions to deans and assistant principals.

How can I get students to work with me not because they have to but because they want to?

- Show an individual interest in your students—their health, their problems, their achievements.
- Establish class procedures and standards of behavior in cooperation with the student so that these standards and procedures are *theirs* as well as *yours*.
- Trust each student as much as seems appropriate. *Take a student's word* unless you have good reason not to. Make the students feel that you believe in them so long as they do not take advantage of your confidence.
- Give students *a feeling of success* through assignment of reasonable tasks and your *personal encouragement*.
- *Praise the class and individual students* for good work, cooperation or improvement. Show that you appreciate their efforts and abilities.
- Stress the *positive*—what *should be done* rather than what should not be done.
- *Be fair and consistent.* Don't have favorites or "goats." Don't accept infractions at one time and condemn them at another time.
- Show students the *same respect and courtesy that you expect from them.* Avoid sarcasm. Don't be arrogant or condescending.
- Show your students that you *like them* and *are concerned* about them. They will respond in kind.
- Develop a contract for students to sign in which they agree to rules and regulations which you have discussed with them.

What else do I need to know about discipline?

Now that you have read the questions and the answers, have you completed your short course in discipline? Not quite. Even if you were to apply successfully the techniques and precepts suggested here, you would still need the following:

Careful advance preparation combined with systematic routines.

These have been described, with particular reference to your first few days of teaching, in the previous section. Orderly procedures and efficient class management make it easy and even necessary for students to behave. What is more important, perhaps, is that such procedures provide an environment in which your students and you feel comfortable and secure. This kind of environment is a prime requisite for good discipline.

Functional lesson planning and effective teaching.

Teaching and discipline are closely related. To give instruction and promote learning, you must have orderly conditions. Where students are not learning because they are not well motivated or well taught, they will have little reason to be well behaved. The next section of this manual is devoted to basic approaches in planning and in teaching.

A concept of discipline as one aspect of guidance.

Your approaches in the classroom must include varied techniques and resources that will maintain order. However, these are often short-term and relatively superficial measures. In the long run, in any school or classroom, discipline should be a natural by-product of the atmosphere established by good mental hygiene and perceptive counseling. Students should behave because they are well-adjusted, because they are achieving inner satisfactions, because they can get help with their problems, and because they have developed a self-image which gives them confidence and hope.

This does not mean that you can substitute permissiveness for order. It does mean that:

- Your main goal is guidance, rather than discipline as such. Allow students to see you as a role model.

• You must watch for the student who needs help rather than "discipline"—often the quiet child who tends to remain unnoticed.
• You should consult with and profit from the guidance personnel in your school. They may have various designations—guidance counselor, educational and vocational counselor, teacher-counselor, grade advisor—but they will not be hard to find.

A constant self-inquiry into the variability of discipline.

Why do some of my groups or students behave better than others? Why is my discipline better on some days than others? Why do some techniques work better for me than others? You will never arrive at final answers to questions like these, but trying to get the answers will make you a more effective disciplinarian—and a more effective teacher. One additional word of advice: every once in a while you are going to have a "bad day" when nothing seems to go right. Just remember that this happens to **every teacher.** Don't brood. Tomorrow will be better.

As you gain in experience and skill, you will come to realize that discipline, as large as it may loom at first, is not an end but a means—a tool by which you can expedite the learning, the progress, the growth of your students. When this concept of discipline becomes an actuality in your teaching, you will know that you are well along the road to a successful career.

Chapter Six:
Your Planning and Your Teaching

Daily Lesson Plans

Lesson plans can be compared to architects' blueprints or to recipes. They should contain the ingredients (content to be taught), and the plan of execution (pedagogical procedures) to be employed to produce the final product.

You must write a plan for each lesson in order to provide for:

- effective and meaningful learning on the part of the pupils.
- worthwhile use of every available minute during the recitation period.
- an orderly and logical development of the knowledges and skills to be taught.
- effective achievement of the objectives of the unit of which this lesson is a part.

Your plans should include:

- aim
- instructional objectives
- motivation
- development (including list of materials, pivotal questions, medial summary, and content material)
- summary
- home assignment or application

This is the order you should follow when *preparing* your lesson plan. When *presenting* your lesson plan, the motivation should precede the aim.

You should keep your plans in a notebook or binder for future reference and evaluation. By improving in your planning from term to term, you will grow in power and your classroom procedures will constantly improve.

Because the pattern for preparing plans differs from school to school, it is advisable to consult with your subject supervisor before writing your first plans.

Component Parts of a Daily Plan—Your Blueprint for Teaching

The aim

The ultimate goals. One of the most difficult tasks that you will face in the planning of each lesson is deciding exactly what you should hope to achieve through the content that you plan to cover. The general objectives of the subject that you teach are listed in the courses of study. They include understandings, attitudes, appreciations, and skills. Your major goal at all times will be to train your students to participate effectively as useful citizens in our democracy, rather than to prepare them to participate on quiz programs. Facts should be a means to an end, not an end in themselves. The acquisition of information is a primary function in education. It should provide a foundation for understandings and to develop logical thinking and desirable attitudes. For example:

- Students should be given statistics on the cost of World War II, not for mere memorization, but rather to enable them to discuss such questions as: How did the destruction of lives and property affect the post-war world? Were the costs in vain?
- In teaching *Macbeth*, it would be more worthwhile to show how uncontrolled ambition can cause disaster than to emphasize the circumstances of the murders that took place.

Aim—the backbone of the lesson. In looking over the content that you plan to teach in any lesson, you must ask

yourself: What do I want the students to derive from the lesson that will be meaningful and worthwhile in both their present and future lives? The aim that you decide upon will be the backbone of the lesson. All activities (questions, reports, demonstrations) should point towards the achievement of that aim. Setting up a definite goal insures against aimless coverage of content. A good aim is phrased as a question, preferably one beginning "how" or "why". The following are illustrations of lesson aims:

- How can a fish survive in water that is colder than the temperature of its blood?
- Why did the prices of agricultural goods decline more than the prices of industrial goods during the years 1929-32?
- Why must a paragraph have a beginning, a middle and an ending?
- How can we use color and composition to arouse emotions?
- Was Hamlet justified in being distressed by his mother's marriage? Why?
- Why would the "Ransom of Red Chief" make a humorous TV show?
- How can preparing a budget help you and your family?
- How can the use of the protractor help you in construction work and in school shops?
- Why is photosynthesis important to all living things?
- How do our social security laws benefit you and the other members of your family?
- How can the use of figures of speech improve your compositions?
- How have the advances in science in the last 200 years been a curse or a blessing?
- Why must we know the advantages and disadvantages of installment buying before making purchases on credit?

General Principles—Lesson Aims

More effective learning takes place when the students are engaged in activities that are related to their needs and interests. To help identify students with the lesson and to make the lesson the students' lesson it is good procedure to place the aim on the board early in the period. Your motivation should be the vehicle for revealing the aim to the

class. (An able, experienced teacher will generally attempt to elicit the aim of the lesson as an outgrowth of the motivation, but it is acceptable to state the aim and then, list it on the board.)
Aim: How are Hitler and Napoleon the same and yet different?
Motivation: Would you say that Hitler was a second Napoleon?

Aim: Why was Sidney Carton's self-sacrifice valuable? (*A Tale of Two Cities*)
Motivation: What would you be willing to sacrifice for a loved one? Why?

Aim: How can we determine the area of a room?
Motivation: Your mother had carpet installed in the living room. The dealer said the total cost would be $2 a square yard. His bill was $96. How could you determine the square yardage of a room?

Aim: How effective is the mechanism of "escape" used by Silas Marner?
Motivation: Why do people fantasize or day dream? How is fantasy an escape mechanism?

Aim: How do we see?
Motivation: In what ways does the eye compare with a camera?

The aim should be reinforced at the end of the period by means of:
- a final summary in which students show they can answer the question in the aim;
- an application of some sort in which students will write, talk, research, or do something specific which is an extension of the lesson.

Criteria of an effective aim

- Is it worthwhile?
- Will it stimulate student interest throughout the period?
- Is it on the level of the students' interests and abilities?
- Can it be achieved in this single lesson?

Instructional Objectives

Instructional objectives are used to indicate precisely what the student will be able to do at the end of that lesson. Ideally, instructional objectives should be written with active verbs which can state expected student performance in measurable terms. Following are some examples of useful verbs and the types of learning and critical thinking to which they apply. All lessons should be geared to achieving the highest level of critical thinking skills.

Thinking Skill	Cue Words
Knowledge (memory questions facts, terminology categories, etc.)	tell list describe who when where which what Do you remember...? state does define identify did you know that? relate distinguish acquire recall recognize
Comprehension (translation interpretation extrapolation)	change to different symbol or medium tell in your own words describe how you feel about relate interpret compare and contrast what is an analogy to

Thinking Skill	Cue Words
	what can you extrapolate from that discover explain what does it mean what are the relationships demonstrate restate estimate predict
Application (problem-solving)	demonstrate use it to solve where does it lead you how can you use it organize classify
Analysis (reached derived)	how reason why what are causes what are consequences what are the steps of the process how would you start arrange specify the conditions which are necessary for which ones come first, last what are some specific examples of—list all the problems, solutions
Synthesis (productive— divergent thinking originality and imagination)	create devise design how many hypotheses can you suggest think of all the different ways how else what would happen if think of as many as you can what it would be like if

Thinking Skill	Cue Words
Synthesis contd.	how many ways are possible compose develop in what ways can you improve suppose form a new think of something no one else has thought of before
Evaluation (judge to a standard set criteria)	set standards for evaluating the following which are good, bad which one(s) do you like what do you think are the most likely rate from good to poor select and choose is that good or bad weigh according to evaluate the results judge the evidence judge according to these standards judge by how you feel what is the problem are the solutions adequate will it work decide which

Some examples:

- to list who assassinated Julius Caesar;
- to evaluate the effectiveness of an experiment;
- to analyze the imagry of a poem.

The motivation

The content that you will teach may not always have intrinsic interest for the students in your class. Motivation is a device to arouse student interest in the content to be taught, and also to reveal to the class the aim (theme) of the lesson. A good motivation usually relates to the students' experiences and then leads, through a transition, into the content of the lesson.

Effective motivations:
Create a felt need on the part of the students for the topic of the lesson:

Topic: Protection for the Consumer
Motivation: You go into the neighborhood store to buy a pair of gym sneakers. How do you know that the pair you purchase is a quality product?

Stimulate curiosity
Topic: Hard and Soft Water
Motivation: Teacher places two basins of water on the demonstration table. A bar of soap is given to a student. The student is asked to wash his/her hands in each basin. The class is then asked to explain why the student was able to work up a lather in one basin and not in the other.

Utilize the experiences of the students
Topic: "Oh Captain, My Captain" by Walt Whitman
Motivation: Place a mock headline on the board, "Kennedy Shot; Nation Mourns." Then ask, "Why was the entire nation described as mourning John F. Kennedy's death?" Then, "What evidence of mourning would you expect to find?"

Utilize the knowledge of the students
Topic: Climate of England
Motivation: Earlier in the school year we studied the factors that influence the climate of a country. Using that knowledge, how can we predict what England's climate might be?

Serve the interests of the students

Topic: Compound Interest
Motivation: There are two banks in your neighborhood in which you might deposit your savings. On the basis of the following facts, which one would you choose? Why?

Bank A	**Bank B**
Rate 5 1/2%	Rate 5 1/2%
Compounded	Compounded
quarterly	semi-annually

Devices that can be used to motivate a lesson are:
• *challenging statements* (social studies). The Viet Nam War was an unnecessary war that settled nothing.
• *television programs* (language arts). Comparing a TV mystery or thriller with a mystery or spy story assigned for home reading: Which captured your interest more quickly—the opening of the TV story or the opening of the story you read last night? Why?
• *personal experiences* (science). What happens to the water in a lake when you throw a stone into it?
• *cartoons* (history). To what extent does this cartoon (a dragon swallowing up the commuters) express the feelings of the people towards the subway system?
• *a problem* (mathematics). If we were to double all three dimensions of a cube, what would be the increase in the volume?
• *a chart* (science). From a study of the data on this chart, how would you describe the relation of the pressure and volume of a gas?
• *anecdote* (history). Napoleon often spent hours at night memorizing the names of privates in a particular unit. The next morning he would call these privates by their first name. How does this story help explain the character of the man? How could this have made the soldiers feel?

Review

It is essential that in every lesson plan you provide for a brief definite review that will help to reinforce the concepts, skills and understandings that have been taught in the previous lesson. This review should be conducted early in the period.

Reviews may be conducted in various ways:

- You can pose a few thought-provoking and factual questions that ask for a summary of the previous lesson: How was yesterday's lesson on nutrients valuable? What are the seven nutrients?
- You can pose a question that calls for a comparison or for an application —

How does current foreign policy differ from that of Roosevelt's from 1937-39?

What comparisons can you make between the descriptions of apartheid in *Cry the Beloved Country* and the treatment of Black people in our country?

How does "The Shop on Main Street" illustrate the points we made yesterday on the treatment of minority groups during World War II?

- You can ask a student to present a five-minute summary of the previous lesson. After his/her presentation the other members of the class should be asked to make corrections and additions.
- You can assign board questions or problems to a few students. The questions can be written on 3 x 5 cards and given to the students as they enter the room.
- In such areas as mathematics and foreign language, you can begin the lesson with oral and/or written drills.
- You can administer a short objective test.
- You can ask students to write a brief paragraph answering a "Do Now" question on the board.
- You can have students in English classes write a journal entry telling about a movie they saw, etc.

Development of the Lesson

Effective Questioning. Questioning is the medium through which the teacher controls and directs the activity of the students, stimulates thinking and measures the achievement of the students. The success or failure of a lesson is largely determined by the questioning techniques employed, by the quality of the questions and by the sequence in which the questions are asked.

Pivotal Questions. The foundation of each lesson should be a series of four or five broad, pivotal questions. Some characteristics of good pivotal questions are as follows:

- They should be simple and direct so as to elicit, with an economy of time, information and ideas required to develop the aim.
- They should aim at eliciting broad answers, not a mere recital of factual information.
- They should be asked in an order that coincides with the development of the aim.
- They should produce discussion.
- They should stimulate critical thinking.
- They should challenge the students—and yet not be above the level of the class.
- They should be adapted to meet the needs of the students in the class.

Examples of pivotal questions:

- The temperature was identical on Monday and on Tuesday. How do you account for the fact that we felt warmer on Monday?
- How does a bookkeeper prove the amount of cash on hand at any time?
- Why could someone who recently bought an expensive appliance on credit later be sorry that he/she didn't read the fine print of the credit agreement?
- How is the effect of a geometric design arrangement determined?
- What picture came to your mind as I played selections from the "Grand Canyon Suite"?

- How can we determine whether the author was writing seriously or was satirizing at the characters?
- Emerson said many years ago: "Things are in the saddle and ride mankind." How can we prevent machines from riding or mastering us?
- How is it possible for all of the groups of organs to fit into the human body?
- Some people feel that as long as they take vitamin pills, they do not have to eat foods that contain vitamins. Do you agree with them? Why?
- If we know the measure of an angle, how can we find its supplement?
- How is our bar graph of "expected population by age groups" valuable to the government of our city ?
- How realistic is the author's description of the life of a sixteen year old? Why?
- The problem novel has been defined as one which is concerned with individual conflicts and with problems in human relations. Why is the novel we have just read a problem novel?
- How do you explain the character's change from a persecutor of the natives to an active helper of the natives later on in the novel?
- Why would Belgium in Germany's hands be a pistol pointed at England?
- Why, in spite of the advantages of large food stores over small ones, are there so many small shops in your neighborhood?
- Why has the Northwest Ordinance been referred to as our basic colonial policy?
- Why has Japan been called the England of the Pacific?

Follow-up Questions. Pivotal questions may have to be supplemented by follow-up questions to elicit additional information, to explore other facets of the problem and, also, in order to correct responses given by the students. In your planning of each lesson you should think of the follow-up questions that may have to be employed in the development of the aim.

Correcting Some Common Faults. Poor questioning technique throughout the lesson can result in confusion and boredom and in the domination of the recitation on the part of the teacher. Following are examples of poor questioning techniques:

Pre-dominance of factual questions. Instead of asking a series of 'what', 'when', and 'who' questions all period, employ questions that will stress thinking as well as the eliciting of factual information.

Poor—What was Napoleon's reform for education? What did Napoleon do to promote prosperity? etc., etc.

Instead—How did Napoleon's reforms increase his powers as well as strengthen France?

Multiple Questions. The asking of two or more questions at one time confuses the class, e.g.: Why was Jackson called a son of the frontier? How did his opposition to the Bank illustrate this? Either combine the two questions (How did Jackson's opposition to the Bank evidence his frontier background?) or else, elicit the response to the first question before asking the second one.

Yes-No or Guessing Questions

Poor—Was George Washington Carver a good man?

Instead—How is the life of Carver an inspiration for all of us?

Poor—Did Jack add lines 1 and 2 in solving the equation?

Instead—How did Jack get line 3 in his solution?

Indefinite Questions

Poor—What about the flow of blood in the body?

Instead—How does the flow of blood in the body contribute to the health of the individual?

Whiplash Questions

Poor—The Medicare Bill was passed to help whom?

Instead—Why was the Medicare Bill passed by Congress?

Overlaid Questions

Poor—What was Milton doing when he wrote *Paradise Lost* and what did he expect to gain from its having been read by many people?

Instead—Why did John Milton write *Paradise Lost*?

Leading Questions

Poor—Why was Jim Hawkins a real boy?

Instead—How has Stevenson made Jim Hawkins seem like a real boy?

Illustrative Materials

Visual materials facilitate comprehension on the part of all students by affording multiple-sense appeal, by clarifying difficult ideas, by substituting realties for verbal abstraction, by arousing interest, and by enriching the lesson. The materials used should be pertinent to the lesson, appropriate in size and accurate in content. Illustrative materials can be contructed by the pupils, as well as secured by the teacher. You should maintain an up-to-date file of illustrative materials to provide a source for the cumulative enrichment of lessons.

Following are suggested illustrative aids:

Charts and Graphs

- Body temperature and the time of day.
- Consumer prices and wholesale prices—last 20 years.
- Kinds of angles
- Similes and metaphors

Maps and Globes

Cartoons

Tables

- Life expectancies in different parts of the globe.
- Calories that should be consumed per day by different groups in our society.
- Causes of deaths in 1900 and today.

Pictures

- Reproductions of different schools of painting.
- Interiors of homes in slum areas and in new housing projects.
- Oriental dress.
- Surface of the moon.
- Human fetus in its development.
- Costumes—Shakespearean productions.

Moving Pictures—Filmstrips—Slides—Video Cassettes

Secure from your subject supervisor a listing of the school's visual aids and, also, of visual aids that can be borrowed from the local or central depository. In the development of your lessons make reference to motion pictures and to television programs that may have been viewed by members of the class.

The Chalkboard

- Listing of words, reference books, time lines.
- Representing relationships and ideas such as rough maps that compare sizes of two countries, orbits of planets and lengths of their years, pressure and volume of a gas; or literary comparisons (simile, metaphor, pathetic fallacy, hyperbole, etc.).
- Charts and tables: The data can be placed on the board at the beginning of the period and used in the development of the lesson.
- Outline of demonstrations that are employed.
- Developmental outline of the lesson.
- Steps in the solution of a problem.
- Appropriate notes summarizing class discussion and commentary.

Models. Models may be of two types: those that have been purchased by the school, such as human anatomy; geometric figures; Globe Theatre; or those that have been constructed by the students, e.g., frontier village; stage setting for a play.

Demonstrations and Experiments

Demonstrations and experiments are of value in clarifying subject matter by objectifying it, in presenting content in an economy of time, in preparing students for individual work, and in arousing interest.

To insure the effectiveness of demonstrations:
- make certain that all the materials needed for the demonstration are available in your school.
- order the materials well in advance of the lesson to make certain they will be available at the time when you will need them.
- practice the demonstration in advance of the lesson.
- present the demonstration in advance of the lesson.
- present the demonstration as a challenge to the class, either in the use of what they may have already learned or as a stimulus in the search for new knowledge.
- make provision for the fullest particiation of the class in conducting the demonstration or the experiment.
- make provision for the discovery of new knowledge and for the reaching of conclusions on the part of the students.
- allocate the time of the period so that (1.) the demonstrations can be completed; (2.) students can write up the demonstrations or experiments; (3.) students are given opportunities to make applications of the principles they have learned.

Drills and Summaries

Provision must be made in all lesson plans for drills and summaries. They are needed to clarify and, also, to reinforce the content and the concepts that you have taught. You should never assume learning is taking place on the part of the class merely because correct answers have been given in response to your questions or because you have presented well-organized demonstrations.

The answers may not have been audible to all students. Some students may have been day-dreaming while you were

demonstrating. Well-informed answers may not have been comprehended by some members of the class. The concepts that were taught may have been difficult ones.

To insure understanding and retention on the part of the students and to determine the success of the learning process you must include the following activities in each lesson:

Medial Summaries. At certain points in the development of the aim or in the conducting of a demonstration and also after a number of answers have been given in response to a series of questions, you should present a summary question or problem that will weld into a whole the ideas and the information that have been presented.

Example—After the class has discussed one type of eye defect (color blindness) for ten minutes—you ask a medial summary question: Should color-blind people be permitted to drive cars? Why or why not?

Drills. Keep in mind this following well-known precept: "Repetition is the mother of all learning." Drill calls for mere repetition to ascertain whether or not factual material and skills have been learned and to fix these learnings.

Following are some drill techniques that you can employ:

- Ask students to repeat answers.
- Ask a student to state the answer in a different way.
- Call on students to correct and/or to supplement answers, e.g., "Do you agree with Jane's answer?"
- Develop a broad outline with the class.
- Have the math class do a number of examples on the process you have taught.
- Have the class (foreign language) conjugate another verb of a similar type.

Final Summaries. Every lesson must be concluded with a final summary and/or application in order to reinforce the basic concepts that have been taught and in order to ascertain whether or not the aim of the lesson has been achieved. If you realize late in the period that it may be impossible to teach all that you have included in your plan—terminate the lesson at

some other logical point and provide for a summary of the content that you were able to cover. Remember—each lesson should be concluded by a final summary, not by the bell while the aim is still being developed.

Following are techniques that you can use as final summaries:

Simple and direct questions

- What have you learned today?
- What are the four steps in solving this type of problem?

Thought questions

- In the light of what we have learned today about the care of our bodies, would you say that Americans abuse or take good care of their bodies?
- What do you think was the most important factor that made the colonists declare their independence?
- How does the song we learned today differ from the spirituals we studied last month?
- Has the author been successful in painting a picture of a courageous woman?
- Would you recommend this short story to others?

Correlation with content previously learned

- How does the method for solving equations differ from the method we used yesterday?
- Does a bar graph have any advantages over a line graph?
- In regard to the development of plot how does this story compare with "The Cask of Amontillado"?
- How do mammals differ from fish?
- Which creates greater sympathy and understanding of Lincoln's death—Whitman's poem or this contemporary newspaper account?

Applications

- How does what we learned today about the appeasement of Hitler offer any suggestions to the present administration?
- On the basis of what we have learned about the decaying of foods, what advice would you give to your mother about storing fresh meat?
- How can you employ any of the techniques used by the author in the compositions you will write on Friday?

Correlation with experiences of students

- Think about a time when you were in the country. Which of the feelings expressed by Wordsworth in "My Heart Leaps Up" did you share?
- How does this detective story compare with a current television show?
- In purchases that you have made, how have you dealt with problems similar to the consumer problems we studied today?

Board outline

- Use the board outline that you developed during the period as the basis of a final summary. Erase all but the headings and then have students supply the details.

Problems

- Ask students to interpret a chart, a graph or a cartoon that is related to the aim of the lesson.

Homework

The effectiveness of your lessons will depend to a great degree on the quality of your homework assignments and on the methods you employ in making the assignments. The work that the students are asked to do at home should furnish them with the content and with the background that will enable them to participate actively in the next day's lesson. Assignments that are clear, challenging and properly motivated help to stimulate in students a desire for learning and for the mastery of subject matter.

Following are some of the characteristics of an effective assignment:

The homework must be motivated to arouse interest and to indicate the aim of the lesson.

Assignment: "Chemistry of Corrosion"

Motivation:

- How many of you have seen silverware in your home that has turned black?

• Why does your father polish the body and the bumpers of his car?
• Why have these three pennies turned green?
• Your homework tonight will reveal to you the reasons why metals corrode and also what we can do to prevent corrosion.

Attention should be directed to definite problems.

• To answer Question II on the relationship of the unification of Italy and the French Revolution—you will have to refer to the notes we developed on nationalism.

• What problem do you think you will encounter in answering Question #3?

Questions should be so framed as to provide the class with the background necessary to answer the pivotal questions that will be asked during the recitation on the following day. Factual and thought questions should be included. In slow classes most of the questions should be factual ones.

Material previously taught should be related to the assignment. This can be done by including such a question as:
• How does Poe compare to Matthew Gregory Lewis in their creation of terror and suspense?
The question should provide opportunities for the students to grow in written expression and in reading ability.

Provision should be made for individual differences. The assignment should have minimum levels (questions to be answered by all students) and enrichment levels (additional questions; research, etc. for the brightest students).

The assignment, wherever possible, should be correlated with other subject areas.
Topic: Disadvantaged Countries of Africa
Question: What have you learned in science classes that should help us to increase agricultural production in Africa?

The new assignment, wherever possible, should grow out of the lesson of the day.
Lesson: Administered Prices
Assignment: Federal Legislation to Curb Price-Fixing

In some areas (mathematics, foreign languages, science, and English usage) the assignment should provide for drill and for application of what has been taught in the lesson of the day.

Here are some additional items on assignments.

Time. The assignment may be discussed at any time during the period—beginning, middle or end. However, teachers should give the assignment at the beginning of the period in order to make certain that it will be presented effectively before the bell rings and, also, to provide activity for the class while the teacher is supervising the movement of students in the corridors. There are occasions, however, when the assignment should grow out of the lesson logically and psychologically; it should be given at some later time in the period at such times. (The inexperienced teacher should rely on the beginning-of-the-period-approach, however.).

Form. The best method is to write the homework on the board at the beginning of the period. While the students are copying the assignment, the teacher can check the homework from previous lesson.

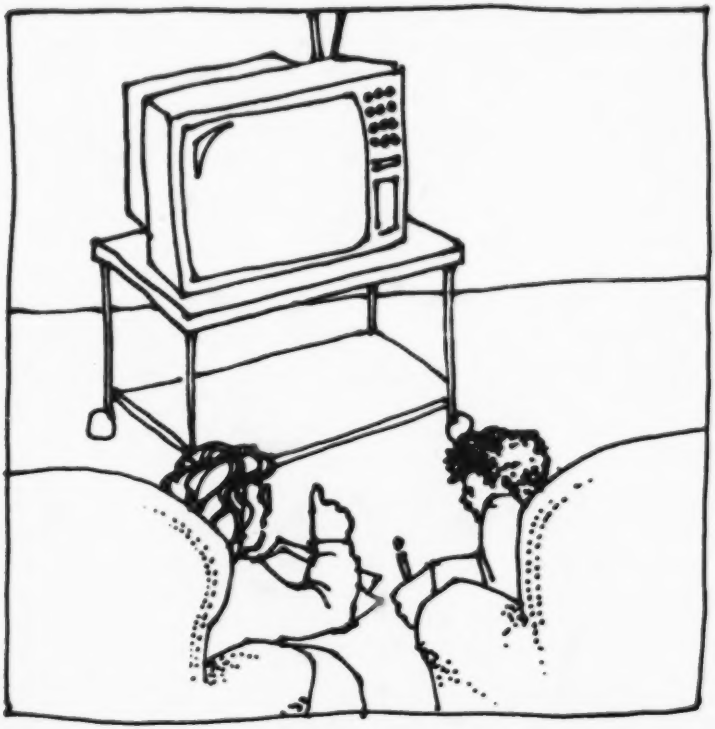
Some teachers use mimeographed assignment sheets. This method has the following advantages:
- Time is saved.
- The assignment is more accurate.
- If a few assignments are included on each sheet, students who are absent can do work on their own at home.

Length of Assignment. Teachers in both junior and senior high schools should bear in mind that their students receive homework in three or four other major subjects and that students are entitled to some recreational time. A rule of thumb should be that homework in any one subject should rarely exceed 45 minutes. Lengthy assignments over-tax the

students, discourage some students, and produce hostility to school.

Variety. To stimulate greater student interest in doing homework it is good procedure to include in assignments activities other than the mere answering of questions. Such activities are:

- drawing maps, graphs, cartoons and pictures
- constructing projects
- writing imaginary letters, articles, editorials
- reporting on interesting TV and radio programs
- reading stimulating articles
- interviewing members of their family, friends or community.



Factors That Influence Your Planning and Teaching

The Students

Basic to your planning and teaching should be the realization that there are individual differences among the classes that you teach, as well as among the students themselves within each class. Too many teachers proceed on the false assumption that all students are expected to learn the same content by the same methods. With all students you should attempt to achieve the basic over-all objectives of your subject and of secondary education. However, the content, methods and materials you employ to realize those objectives must be modified to meet the abilities, age-level and needs of your students. There are individual differences in homogeneous classes, as well as in heterogeneous ones. The following strategies allow the teacher to provide for these differences:

Ability levels. *Hamlet* can be taught in many ways. However, a lesson that has as its aim the psychological forces that explain Hamlet's actions might be too difficult a concept for the average group.

Some content (e.g., control of credit by the Federal Reserve System) should not be taught to all students. If in doubt as to whether or not certain content should be taught to certain groups, consult with your subject supervisor and with more experienced teachers. It is possible that a special course of study has been prepared for students with special needs.

In a lesson on bank interest, an effective motivation for bright classes might be: How can the interest rate make or

break our economy? In a slower class the topic could be introduced with the personalized question—Why have you put your savings into a bank?

With slow students it is advisable to teach through concrete illustrations, rather than through abstractions. For example, in teaching the unit on democracy, you should not approach the topic by asking for a definition of "democracy." It would be better procedure to start with classroom activities to launch the topic: Elect a class president and ask, "Why shouldn't I simply appoint a president?" and "Which method will lead to the selection of an effective officer?"

Age. Life in Nazi Germany is taught in both the junior and senior high schools. The undemocratic features of fascist Germany can be presented on both levels. The philosophy of National Socialism that explains Hitler's policies could be considered only with older pupils.

Background and Experiences. In teaching a poem by Frost with inner-city students it might be impossible to elicit responses to the question, "What moods have you experienced in walking through the woods?" The teacher might use questions that are based on the experiences of students, e.g., "What feelings would you have walking through a deserted street in a strange part of the city?"

Similarly, in teaching the topic of social security with 12th grade students the teacher might introduce the topic by referring to the work experiences of the members of the class.

Reading Levels. Readings that are assigned should be on the reading levels of the students. If parts of the textbook are too difficult or if the text does not provide detailed information on certain topics you should:

- employ the supervised study method.
- secure less complex supplementary materials.
- duplicate selected reading materials for the class.

In making up your daily plans it will be necessary for you to write a plan for the level of each class on your program. Even if all of your classes are on one grade, you

may have to write three different plans—for the bright, for the normal and for the slow classes on your program. In any one class you must assign questions, problems, reports, etc., on the basis of individual abilities.

Length of the Period

One of the major problems that the beginning teacher faces is planning a lesson that will encompass the full 40 minutes of each period. Planning to cover too little content results in a waste of valuable teaching time and may produce disciplinary problems. Planning to cover too much content will make it impossible for you to achieve your aim and for the class to assimilate what has been taught.

Only through experience will you acquire the ability to construct plans that can be successfully executed (from motivation to final summary) within the time of the period.

If, during the development of any lesson, you feel that the lesson may end long before the bell has rung:

- pose additional questions that will explore other facets of the topic.
- devote more time to medial drills and to the final summary.
- spend additional time on the new assignment.

Never permit students to be inactive. Inactivity often produces disciplinary problems.

- devise a brief writing assignment based on the lesson.
- review pertinent points and draw comparisons with previously studied material.

If during the development of a lesson you feel that you will not be able to cover all of the content that you included in your lesson plan:

- Select a section in your plan that might provide a substitute terminal point for the lesson. End the recitation period with a summary of the content that you have been able to cover.
- Conclude the lesson on the following day. This can be done by starting at the point at which the previous lesson had

153

ended or, if possible, by including in your new lesson plan the content that had not been covered in the previous period. Regardless of which procedure you employ, it is imperative that the new lesson be motiviated and that an aim be set up for the period.

Objectives of the Unit

In the planning of each lesson it is necessary, not only to set up a daily aim, but also to ask yourself how this lesson can be a vehicle in realizing the aim of the unit you are teaching. For example, in a lesson on the first term of Franklin D. Roosevelt, you should not only teach the laws that were passed to help overcome economic paralysis but you should also use this lesson to help the students answer the objective of the entire unit—Was the New Deal a success or failure? In teaching a particular short story you should use this story in helping you realize the objectives of the unit on the short story as a literary genre.

Materials Available

Many a lesson has failed because the materials that were needed for the recitation period were inadequate, unavailable or not on the level of the students. The teacher who is planning a lesson on the expansion of metals should ascertain in advance what equipment is available for experiments on this topic. The teacher who plans a lesson on the use of the protractor should make certain that he/she will have use of a class set of protractors for the periods when he/she will need them.

From Planning to Performance

A lesson may not be successful despite the fact that the plan included a worthwhile aim, a challenging motivation and thought-provoking questions. Following are suggestions to help you ensure success in the execution of your daily plans:

You must be prepared to answer questions that may be raised by the students. Answering such questions may require a knowledge of your subject that goes beyond the content of the textbook. A potent motivation for learning on the part of the students can be the scholarship of the teacher.

You must be prepared to develop the lesson along a path which is different from the one you set down in your plan. This may come about because of the answers that are presented in response to your motivation. Use students' contributions/wording if it is a reasonable adaptation of your planned-for aim.

Develop a file of illustrations, articles, photographs and other materials that you may be able to use to provoke student interest in future lessons.

You must make provisions for the active participation of the greatest number of students in each lesson. Do not permit a few students to dominate a lesson. Remember that students do not learn by merely listening to answers or by watching demonstrations. To insure the greatest amount of participation we suggest that you:

- establish the rule that hands be raised only when you request volunteered answers or when a student wishes to ask a question.
- ask students to evaluate and to comment upon the responses of other pupils.
- call on non-volunteers as well as volunteers.
- call on the slow, passive and shy students to repeat answers and to answer simple questions.

You should try to make the entire period, not only the motivation time, a stimulating and challenging experience for the class. Suggested procedures to realize this goal are to:

- employ questions that stimulate thinking and that produce interactions among the members of the class.
- use demonstrations and experiments that excite the interest of the students.
- utilize current events and issues to illustrate or provoke participation.

You should provide for enrichment of your lessons. For example, in teaching the novel *The Scarlet Letter*:

- assign reports on Puritan life and philosophy
- bring pictures to class.
- use the experiences of students who have visited New England

• prepare a panel discussion evaluating the severity of Hester's punishment.

Personalize your lessons by asking such questions as:
• What did you do when you found yourself in a similar situation?
• How could you use your knowledge on angles in helping your father construct a shelf?
• Tell an incident in which man's inhumanity to man is similar to what we have just read in *Oliver Twist*.
• Why would you cross (or not cross) a picket line?
• What precautions should be taken in your home to avoid electrical shocks?

Throughout the period, make certain that the students understand and retain what is being taught. You should recognize that answers may be inaudible, fragmentary, or poorly-phrased; that members of the class may be inattentive at times; and that all students may not comprehend answers or board demonstrations. Following are suggestions to ensure understanding and retention:

• Insist that students speak in an audible tone to the majority of the class. If you feel that an answer has been inaudible to some members of the class, have it repeated by the student. (Move away from the speaker to encourage audibility.)
• If an answer lacks details, if it does not cover all facets of the problems, or if it is totally or partially incorrect: call on other students to supplement or to evaluate the answer. If necessary, pose another question that aims at soliciting additional information.
• After asking a question, a brief silence may be "the sound of thinking." Give your class time to formulate a response.
• Prepare students for observing of experiments and of board demonstrations. During the execution of experiments and demonstrations ask questions and solicit questions.
• Call on a student to provide a summary after a number of answers have been presented in response to a particular question.
• Include drills, medial summaries and final summaries and applications in every lesson.

Variety, the Spice of Teaching

Many types of lessons should be employed throughout the year. The over-use of any one type makes for monotony. In the sections above we have been dealing primarily with the developmental type lesson. In this type of lesson the learning process is guided by thought questions that have been prepared by the teacher. The recitation is most often based on homework that has been done the previous night. The lesson is completed within a single period. Following is a suggested format for the developmental lesson:

The Developmental Lesson

Date: _____

Aim: Who was responsible for World War I?
Instructional Objectives: Having reviewed key events of the period, 1870-1914, and the concepts of nationalism, imperialism and militarism, students will be able to
- determine responsibility for WWI, and
- evaluate the causes of WWI

Motivation: Teacher displays a cartoon showing the members of the Triple Alliance and of the Triple Entente. Each side is pointing to the other one and saying—"You are guilty." Question asked of class: Do you agree with this cartoon? Why or why not?

Development:

Pivotal Questions	*Content*
• Was the guilt of both sides evidenced in events that took place from 1870-1914?	• Franco-Prussian War • Russo-Turkish War • Congress of Berlin • Balkan Crises • Moroccan crises • Colonial ambitions of the great powers
• Historians feel that the basis for international tensions were nationalism, imperialism and militarism. How do you feel about their contention?	• Nationalistic propaganda (Germany, France, Italy, Russia) •Nationalistic feelings and actions in the Balkans • Composition of the Austro-Hungarian Empire • Excessive growth in armaments • Colonial ambitions of the great powers
• How are nationalism, imperialism and militarism inter-linked?	• Nationalism—desire to extend power of country by annexing colonies • Nationalism used to support militarism • Militarism needed to defend colonies
• How did the existence of alliances make for war, rather than for peace?	• Each nation looked to its allies. • Each alliance felt it was stronger than the other. • Use of force, rather than peaceful methods, to settle problems.
• How could the existence of a United Nations have prevented World War I?	• To adjudicate disputes. For discussion of problems. • Would existence of alliances and of extreme nationalism have weakened such a body?

Demonstrations (not included in this plan)
Student Report—"Armament Industries Before 1914"
Materials
- map of Europe 1870
- map of Europe 1914
- world map
- Excerpt—"Road to War"
- Cartoon 14 x 24 inches (See motivation)

Summary—How has this lesson changed your opinion about the cartoon?
Application—How do the conditions that produced World War I exist in the world today?
New Assignment:
Topic—"Outbreak of World War I"
Questions
- How did the assassination of the Archduke create conflict between Serbia and Austria?
- Why was each side inflexible in seeking a solution for the crisis?
- Describe in detail how the system of alliances transformed a conflict between Austria and Serbia into a war among the major powers of Europe.
- Explain: The killing of the Archduke was but the spark that produced the explosion.

Other Types of Lessons

To create variety and achieve maximum learning, a teacher might use demonstrations, supervised study, dramatizations, panel discussions, forums, or debates, student reports, lectures, audio-visual aids (films, filmstrips, recordings or video cassettes—which should be reviewed before use), or computer-assisted instruction.

Careful planning is as necessary for these auxiliary lessons as for developmental lessons. Your plans should include: objectives; review; aim; motivation; questions; summaries.

A lesson need not be confined to any one type for an entire period. Variety can be provided in a developmental

lesson by using some frames in a filmstrip, programming a brief socio-drama, or including a report by a student. Because students learn most effectively when they actively participate in a lesson, it is suggested that the lecture method be used most sparingly. The lecture method may be used when you feel that comprehension of a difficult concept may not be realized on the basis of responses to your questions; when you wish to enrich a lesson by relating your personal experiences—travel, work, readings; or when you teach a topic for which there are insufficient or inadequate reading materials for the class. When you use the lecture or the demonstration method you should:

- prepare the class by stating or eliciting the aim and by placing on the board an outline to guide the students.
- make the class responsible for listening or for observing by informing the students that a discussion will follow your presentation.
- pause at times for student questions.
- conclude the lecture or demonstration with questions, discussion and a summary.

Practice Makes Perfect

There is no one correct method to teach a particular topic or to achieve a particular aim. The plan used successfully by one teacher with a particular class may not achieve the same results when used by another teacher. You will, as a result of your own planning, discover the most effective methods to be employed in teaching each topic with different classes.

More effective teaching on your part will result in better achievement, better class discipline and an easier and a more satisfying teaching day for you. Below are some suggestions to help you improve your lesson planning.

- Critically evaluate each lesson in terms of the interest of the students and of the learnings that took place. If your plan has not proved effective during the period that you taught it try to revise it before you teach the same lesson to another class. Your preparation period can be used for this purpose.
- Secure suggestions from veteran teachers in your department for the teaching of particular lessons.
- Pre-plan lessons with your subject supervisor.
- Ask your subject supervisor if he/she has a file of sample lesson plans.
- Ask for permission to observe more experienced teachers (and/or your supervisor).
- Ask a teacher who has a program similar to yours to observe you teach.
- Rewrite your lesson plan each time you teach a particular lesson. Classes change; the world changes. An aim or a motivation that was timely last year may have no appeal to a class today.
- Consult frequently with your subject supervisor.

Practice will not make you a perfect planner or a perfect teacher, but it will make you a better teacher—always interested, always inquiring, and always growing. The secret of your success will lie in your own efforts toward self-improvement.

Sample Lesson Plans

Business Education

Topic: Introduction to the Petty Cash System
Aim: Why is it important to understand the purpose and the operation of a petty cash system?
Instructional Objectives: Having reviewed how records are kept to determine expenditures, students will be able to
- fill out a voucher
- to prepare a replenishing check
- to explain how all transactions (debits & credits) affect the petty cash fund.

Motivation: A messenger delivers a package to the office on which there is $4.50 due. How would you pay him? How would you make similar payments? What is our problem for today?

Development:

1. How do we decide how much we will need in this fund?

2. How do we provide ourselves with the money to meet these daily situations?

3. Why does the cashier fill out a voucher for each cash payment that is made? (Vouchers are distributed to students. One is filled out for each situation requiring cash. Vouchers are deposited in a metal box provided by the teacher.)

5. How does the cashier explain at the end of the day what has happened to the cash that he had in the box?

6. How does he/she prove at any one time that he/she has on hand the amount of money that he/she should have?

7. What must we do if during the day we have used up original petty cash fund? (Have students prepare a replenishing check which they will cash.)

8. What will the bookkeeper want from us in return for the replenishing check?

Final Summary:

1. What was our problem today?

2. How did we solve it?

3. How is a petty cash fund set up?

4. How is it operated?

5. Even though we are making payments in currency, why have we not violated our rule as to how all business payments should be made?

Homework: Opening Balance: $123.16

Voucher #1: Mildred Silverstein: $16.91 for supplies.

Voucher #2: Alison Klauber: $9.46 for VCR tapes

Voucher #3: Robert Bassell: $23.42 for recording of *Beowolf* to play in class.

(1) Prepare a voucher form for each expense.

(2) Prepare a replenishing check form for the end of the day.

(3) What is the closing balance of the fund? How was it arrived at?

Language Arts Lesson

Topic: Descriptive Writing
Aims: How can we make our writing more colorful through the use of figures of speech?
Instructional Objectives: Students will be able to:
- define figurative language
- define metaphor and simile
- employ these figures of speech as a means of making writing more colorful
- evaluate the effectiveness of professional examples.

Motivation: During a change of periods yesterday I heard students use the following expressions: (write on board)
- I am all burned up.
- Josie has been walking on air all week.
- They were chilling out on Dumont Ave.
- That girl is really spacey.

What did the students mean in using these statements?
- How might they have expressed themselves differently?
- Why did they use these expressions instead?
- How can the use of these expressions be of help to you?

Development:

(1) Elicit additional examples of colorful expressions from the class, i.e.,
- He always has a 'chip on his shoulder.'
- She is 'hungry as a bear.'
- His attention 'wandered' throughout the lesson.

(2) Let us see if we can create some figures of speech of our own. Have pupils finish these sentences:
- It was as quiet as.
- Listening to Bruce Springsteen is like.
- It was as cold as.
- The boy is as lazy as.

(3) How is "He's a monkey" different from "He is like a monkey?"
Explain difference between metaphor and simile.
Provide copies of some samples from literature—e.g., poetry by Wordsworth, Keats orShakespeare.
— prose by Hardy, Dickens, Twain, Poe.

(4) Have students evaluate the effectiveness of the examples.

Final Summary:

- Why do authors use figures of speech?
- Why do we use figures of speech in our conversations?

Homework: Write a paragraph or two describing your room at home. Use at least 5 metaphors and 5 similes.

Science

Topic: Good Drinking Water

Aims: How does New York City provide us with good drinking water?

Instructional Objectives: Students will be able to:

- state the qualities of good drinking water
- explain how N.Y.C. purifies water for human consumption.

Materials:

Test tubes with muddy, salt and colored water
— filter bed and dirty water
— Helazone pill
— copper sulfate

Motivation: Last summer I spent three weeks in Mexico. Each day I spent $3 on the purchase of bottles of drinking water rather than drink the tap water. Why? Why don't you have to purchase bottled water in New York City?

Development:

Teacher demonstrates a number of test tubes containing water, e.g.

#1—muddy water
#2—colored water
#3—salt water
— etc.

Would you drink the water contained in any of these test tubes? What are some of the qualities of good water?

Students write up—Experiment 'A'
(What we did and what we saw to determine the qualities of good water.)

How do you think New York City purifies our water?
Demonstration
- filtration (use of filter bed and dirty water)
- chlorination (use of Helazone pill) (Why didn't we boil the water?)
- use of copper sulphate (Why did we add this chemical?)
- aeration

Students write up Experiment 'B'
Final Summary:
- What are the qualities of good water?
- How does New York City purify our water?
- How can this lesson be valuable to you at some future time (a camping trip travel in a foreign country)?
- As citizens, how can we help to maintain an adequate supply of good water?

Homework: If water from your tap came out rusty, how would you purify it? Explain in a well written paragraph.

Mathematics

Topic: The use of the protractor
Aim: How can we use the protractor in construction work and in school shops.
Instructional Objectives: Students will be able to:
- use a protractor to measure angles.
- measure acute angles.

Materials:
1. protractor for each student.
2. a ruler for each student.
3. a chalkboard protractor.

Motivation: We have been bisecting many types of angles during the past few days. How can we determine the accuracy of our construction?
Development:
- What is a protractor?
- How can they be used in shop work?
- How else can you make use of a protractor?

Demonstrate use of protractor at board to measure angles. Follow up with:

- Practice at board by students.
- Practice at seats in measuring of angles using rexographed sheets containing angles.
- Practice in measuring of angles on projects borrowed from shop teachers.

Construct an angle through use of a protractor.—Demonstrate at board.

Application: We want to construct an angle of 50 degrees on a horizontal line that is 3 inches long.

- What is the first thing that we do?
- Where do we place the protractor?
- What is the next step in measuring the angle?
- How do we complete the angle?

Drill: Students are asked to construct a number of acute angles.

Final Summary: How can you use the skills and information you acquired in this lesson?

Homework: Construct with the use of a protractor angles containing the following number of degrees:

1. 60° 2. 30° 3. 35° 4. 45 ° 5. 55°

Social Studies Lesson

Aim: What were the causes of the Spanish-American War?

Instructional objectives: Students will be able to:

- explain the fundamental causes of the Spanish-American War
- analyze the causes and assess their validity.

Motivation: Last night you read the section of your textbook explaining the causes of the Spanish American War. If you were making a filmstrip of the causes of the war, what frames would you include?

Now we will see a filmstrip. Watch it carefully so that you will be able to discuss the similarities and differences between your suggested frames and the film loop describing the causes of the war. Students view a short (8 min.) film loop, *The Spanish-American War.*

Content: Causes of the Spanish-American War:
- money—capitalist investment in sugar railroads
- men—Pulitzer, Hearst
  - — yellow journalism and jingoism
  - — concentration camps for Cuban rebels
  - — DeLome letter
- Manifest Destiny—Mahan and T. Roosevelt
- Military defense of U.S.—Cuban bases
- "Remember the Maine"

Development: The text made clear that the Spanish American War was caused by M's—money, Maine, military defense, men, Manifest Destiny.
- Explain each view.
- Do you agree or disagree? Why?
- Which of these received the most vivid treatment in the film loop? Cite evidence.
- Could reasonable men have avoided the war? Why?

Summary:

In studying 19th century European imperialism and war, you studied the fundamental causes for these developments. To what extent are the fundamental causes of the Spanish American War similar? different?

If you were a speech writer for Senator Beveridge, how would you justify the war in a Senate speech?

If you were a member of the Anti-Imperialist League and were preparing a leaflet for distribution, what would you write? Why?

Homework: Write a speech for Senator Beveridge on your position in favor of the Spanish-American War. Be prepared to deliver the speech in class tomorrow.

Career Education

Aim: How can I make a good impression at a job interview?

Instructional Objective: Having practiced role playing, students will be able to conduct themselves in accordance with rules for job interview.

Review: Previous Assignment: **Read pp. 150-152 in Linder, Bertram, *Economics for Young Adults*. What suggestions does the author give to a person going to a job interview?**

Motivation: **Cut five want ads from *The New York Times* or the *Daily News* that would interest you in filing an application. Teacher reads a Help Wanted ad inviting applicants to come for an interview.**

Development:	***Content:***
The teacher role plays a person who performs poorly during a job interview. The teacher will slouch, chew gum, whistle, mumble, shout. When teacher finishes, a student role plays an interview in a more appropriate manner.	• Dress neatly and carry a book or newspaper. • Be polite (e.g., remove hat, wait for invitation to be seated.) • Don't chew gum. • Sit up straight and appear alert. • Speak in complete thoughts, using good English and avoiding sland. • Ask questions concerning promotion and responsibilities. • Tell the truth.

To whom would you give the job—the student or teacher? Why?

Using the homework assignment in the Linder textbook and the interviews you have seen, what advice would you give to a job applicant to make a better impression?

Explain and illustrate.

Which rule is the most important? Why?

Think of a friend who may soon apply for a job. What advice would you give him?

Application:

• How would you apply the rules to the ads you selected from *The New York Times* and *The Daily News*?

• Roleplay another interviewee applying for a job. To what extent has he applied the rules?

A Sample Newspaper Lesson (English)

Aim: How can I get the most out of a front page newspaper story?

Instructional Objectives: Having been introduced to the parts of a newspaper, students will be able to:

- identify the main idea in a story.
- formulate meanings of words through context clues

Materials: Copies of front page of current day's newspaper and story which expands on headline. (See copy below for use with prototypical lesson.)

Death Plunge!

Amateur fotog snaps final seconds of plane's flight

Trailing smoke from its flaming left engine, a U.S. Navy C-131 transport (top photo) limps toward Jacksonville Naval Air Station in Florida Saturday. Seconds later, it crashed into the St. Johns River (right), sending a huge ball of smoke and flames into the sky. Tom Radwanski, an amateur photographer out on his boat, saw the plane in trouble and began snapping with his 35-mm still camera. Fourteen persons, including Chief Warrent Officer Wake W. Balog, 36 of Yonkers and Aviation Storekeeper 3d Class Edward A Koch Jr., 21 of Spotswood, N.J. died in the crash. Divers, hampered by mud and strong currents, have so far recovered 12 Bodies. Melissa Relly of Jacksonville was found alive.

Other pictures in centerfold.

Reprinted from *N.Y. Daily News*, May 2, 1983. With permission

Development: Teacher says, "Yesterday we looked at the various parts of the newspaper, and located different sections: horoscopes, sports, editorial, movie reviews, etc. Today we are going to look at what most of us notice first: the front-page story."

Teacher continues: "There are a few words which you may not know in the story. I have written the sentence(s) in which these words appear on the board. Let us see if we can figure out the meanings of the unknown words from the sense of the sentence and paragraph in which they appear."

Teacher writes sentence(s) with unknown word(s), plus multiple choices to assist in meaning identification.

Example:

Divers, hampered by mud and strong currents, have so far recovered 12 bodies.

hampered means:
a) placed laundry in basket
b) helped
c) bothered

current means
a) money in use in a country
b) water flowing in a definite direction
c) wires that bring electric light into homes

recovered means:
a) got well after illness
b) found and brought back
c) covered up again

A student volunteer reads sentences on chalkboard aloud. Assist with pronunciation of unknown word(s), if necessary. Have class note context clues in sentence. For example:

- "divers" must mean there is water someplace;
- "mud" suggests that divers are probably at bottom, not near the surface of water;

• "12 bodies" makes us think that there must be a serious problem because there are bodies not living people there.

Teacher elicits correct meanings of unknown words from sense of sentence in which they appear.

While teacher reads front-page (or lead) paragraph aloud, students follow in their own copies. If lead paragraph of news story is being read aloud, teacher elicits, or defines, meaning of *lead paragraph*, the opening paragraph of a news story, containing all the essential facts of the story.

Ask: "From what I have read, can you explain in your own words what happened?" Have students write their one or two-sentence answers in their notebooks. While some students write their sentences on chalkboard, others read theirs aloud.

Using students' chalkboard work, underline statements in their sentences that emphasize death; and note, on chalkboard, such statements from students' oral reading. Elicit: plane crashed, death resulted, etc.

Compare students' suggestions with the headline in the paper. Write headline on chalkboard: "Death Plunge!" Elicit meaning of "plunge": that plane fell down (resulting in death of people on board). Say: "Notice that all suggestions refer to the fact that a plane fell to earth, crashed and burned, and that death resulted. Why have you — and the writers in the paper — all written about this fact: plane crashing?" Elicit: it's the most important thing in the story. Ask: "What do we call the most important thing(s) in the story? Elicit: main idea.

Communication Arts—Literature Lesson

Topic: The Father by Bjornstjerne Bjornson

Aim: How can experience influence values and beliefs in an ironic manner?

Instructional objectives: Students will be able to:
- identify Thor's values at the beginning of the story
- demonstrate how they changed as a result of his experiences
- assess the use of irony in the theme's development

Motivation: What three things are most important to you in life? Why? How has your life shaped these values?

Development: Using questions such as the following, guide students in an analysis of the story:
- Why does Thor visit the priest the first three times?
- What requests does he make? Why?
- How do these requests revise Thor's values?
- Why does Thor visit the priest the fourth time?
- How has he changed both physically and emotionally?
- How have these changes come about? Why?
- How do you feel when the opposite of what you expect occurs? Why? (Elicit examples from real life, films, TV programs.)
- How can an author use this device effectively? (Define irony.)
- How is irony used in this story?
- What makes it particularly effective in this author's hands?

Summary: How does the priest's comment, "I think your son has brought you a true blessing" demonstrate the main point (theme) of the story:?

Homework: As you read Somerset Maugham's "The Verger," ask yourself how the author uses irony.

Foreign Language—Culture

Aim: What are the similarities and differences between Spanish and Spanish-American art?

Instructional Objective: Students will be able to identify orally and in writing in English and Spanish, the differences between Spanish and Spanish-American Art in preparation for a class trip to the museum.

Motivation: Some critics say that Spanish-American Art is not original. How can we find out?

Materials: Selected 35 mm slides obtained from the Hispanic Museum and/or the Museum of the American Indian Collections; projector; and screen.

Development:
Show a series of slides depicting Spanish Art. Then show another series (5 to 8) of slides depicting Spanish American Art. Discuss:

What are the main characteristics of classical Spanish Art as seen in the slides?

- Subjects often from royalty and nobility
- Mostly paintings
- Elaborate dress
- Vivid colors
- Portraits
- Political subjects

What are the main characteristics of Spanish-American Art?

- Indians often subjects
- Emphasis on sculpture
- Use of wood, straw, etc.
- Naturalism
- Decorative art
- Use of geometric patterns
- Symbolism

What are the important differences between Spanish and Spanish-American Art? What are the important similarities?

- Subjects
- Art forms
- Technique

- Outlook
- Subject matter

To make the trip most profitable and enjoyable, what guidelines or rules should we consider?

- Parent consent slips
- Means of travel
- Behavior
- Materials needed
- Following the tour guide
- Notetaking, etc.

Summary:
Teacher presents each student with a sheet of activities to be done in class.
1. On the worksheet, students will list the special characteristics of Spanish and Spanish American Art in two columns.
2. After the teacher has shown 10 pictures or slides, students are to identify the group to which each work of art belongs.

Homework:
After the trip, in several well-constructed sentences in Spanish, defend your stand as to whether or not Spanish American Art is distinctive from Spanish Art.

Foreign Language Lesson

Aim: What sports are popular in Spain and Latin America?

Instructional objectives: Students will be able to:

- pronounce the sports vocabulary words
- answer oral and written questions based on vocabulary
- use the words in a dialogue (conversation)

Motivation: The people of Spain and Latin America love sports. What are some sports that are particularly popular in Spain and Latin America?

Development: The national sport of Spain is bullfighting. What related vocabulary can we use to discuss this pastime? Introduce the following paragraph:

On a Sunday or a holiday, when the bulls are running, *los aficionados* flock to the *plaza de toros* to see *la borrida* and shout *¡ole'!*for their favorite *torero*.

Introduce and practice the following dialogue.

Carlos: ¿Alberto, es usted aficionado a los deportes?
Alberto: Si, Carlos. El beisol es mi deporte favorit.
Carlos: ¿Con quien juege usted?
Alberto: Durante el verrano, cuando hace buen tiempo, juego al beisbol con mis amigos. Tenemos un equipo.
Carlos: ¿Donde juegan ustedes?
Alberto: Vamos al parque. Jugamos contra otros equipos.

Review: Since seasons are deciding factors as to which sports are played, teacher may review dialogues about seasons.

¿En que estacion estamos?
¿Que tiempo hace en la primavera?
¿A que deporte juega usted en la primavera?

While practicing the forms of the verb *jugar*, teacher can practice vocabulary of sports and season.

Homework: Students may collect pictures of various sports and games from newspapers and magazines. They may choose one picture to describe in Spanish, orally and in writing.

Music Survey

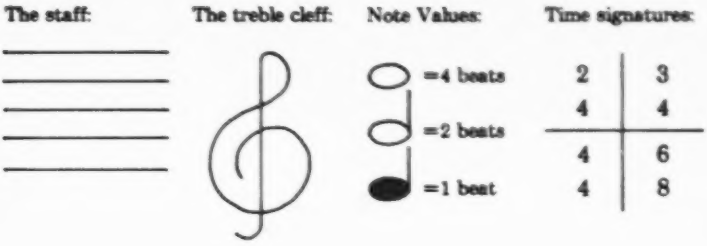
Topic: Musical Composition

Aim: How are songs written?

Instructional Objective: Students will be able to:
• write a four-measure phrase of music for evaluation and later expansion into a song. (The initial length of the song depends somewhat on class ability.)

Motivation: We all want to write that "hit song" and make a million dollars. Here's how!

Development: Introduce the rudimentary signs used in musical composition:



Pass music staff paper out to students, suggesting that they follow this procedure of writing:

1. Think of a melody or a direction, up, down or repeating (holding), and put X's in places approximating the shape of the particular melody on the staff. How does a melody move? (Up, Down, Stepwise, Skipwise, or by Repeating certain tones.)
2. Fill in the melody X's with circles x on the lines and spaces you have chosen for your notes.
3. Add stems to the note circles, noticing that they go up on the right side of the note on the second space and below, and down on the left side of the note on the third line and above. Question: Which line is the determinant as to the stem direction?

Note: Students are encouraged to study possible time value combinations for rhythmic variety. For now, however, they may pick either a 2/4, 3/4, 4/4, or 6/8 meter, using ony quar-

4. After four measures, check for accuracy and, if desired, add four more, or end, using a double bar line. (Light line, followed by a heavier line). Questions: Does each measure have the correct number of beats? Are the stems placed

properly? Does the melody have good variety? (Up, Down and Repeated tones?) Have you included clef sign, time signature, and any accidentals needed if writing in keys other than C major or a minor?
5. Make sure that your name is on the paper, and pass it forward for evaluation and comment.

Medial Summary: The teacher assembles several likely melodies, and puts them together in a combination, resulting, as students listen, in a section of a song. Most songs have three sections: For the first attempt, only the first section need be presented. The teacher points out which students' material has contributed to each phrase, and plays the song briefly for the class, at the piano.

Pivotal Question: (SUMMARY)

Play the song, as emerging from the rough draft, and suggest improvements, possibilities, etc. in the melodic line or rhythm. Words can then be added on as time permits, and students may help to select rhymes. After songs are checked and returned, invite revisions from students.

Homework: Have the students write any questions they have, and try their own creative skills at writing an original song. Alternatively, some may wish to write a set of lyrics, and other students may try to set them to music.

Chapter Seven:
Records, Reports, Forms: A Guide to the Perplexed

A Few Reassurances

Your primary responsibility is classroom instruction. However, your teaching must be supported by a host of administrative details: forms for student attendance, student records, textbooks and supplies, room and time schedules, guidance and health data, and your own personnel records. All of these require "paper work" on your part. The variety of forms and reports may seem burdensome at first; yet neither you nor the school could function without them.

Before you start to worry, stop and reflect. No beginning teacher in any school is expected to master all these details at once. You will get constant help from your supervisors, your buddy teacher and other staff members. When you have a question, there will always be someone to answer it for you.

Gradually you will become familiar with each item for which you are responsible until you come to regard your administrative tasks as necessary routines but not as severe problems. Soon you will be an experienced colleague giving assistance to a beginning teacher who is just as new as you were a short time ago.

To aid you in getting organized at this initial stage, we have prepared a glossary of the forms and the terminology that you are most likely to encounter. Our accompanying descriptions are not complete explanations. Their intent is to clarify some of the terms used elsewhere in this manual or in the school where you teach. Remember, too, that your school will utilize many of these forms, terms and procedures but not necessarily all of them; also the nomenclature in a few instances may be slightly different.

Where you need further amplification, you should refer to the circulars, handbook or other materials available in your school.

Alphabetical Listing

Absence Forms for Teachers
Absence Note—Students
Absence-from—Recitation Form
Absentee List—Daily
Absentee Postal Card
Accident Report
Admission—Discharge Slip (for Change of Register)
Assembly Schedule
Attendance Periods
Attendance Report—Daily
Audio-visual Schedule

Bell Schedule—Time Schedule
Building Map

"Calendar—Weekly, Monthly, Term"
Change-of-Program Form
Circulars
Class Profile Sheet
Class Record Book (#11 for Secondary Schools)
Class Section Book
Class Section Sheet
Conference Notes—Conference Folder
Confidential File of Students
Course of Study
Curriculum Bulletins
Cut Slip or Cutting Slip

Delaney Book; Delaney Cards
"Department, School"
Disciplinary Referral Card
Discipline Code

Early Excuse Pass
Permanent Record—Student Cumulative Record and Folder
Emergency Drills
Employment Certificate (Working Papers)

Fire Drill Card

Handbooks for Teachers and Students
Health Card (Cumulative Health Record)
Home Contact Card or Form
Homeroom or Homeroom Class

Inventory Cards for textbooks; for supplies; for equipment

Late Pass
Letters to Parents
Lost and Found Schedule
Lunch Eligibility Form

Medical Card
Medical Room Referral

Nurse's Referral

Observation Report

Official Class
Organization Sheet
Out-of-Room Book
Out-of-Room Pass

Parent Consent Slip
Permanent Record (Student) Cumulative Record and Folder
Plan Book

Professional Period Assignments
Recitation Class (Subject Class)
"Repair, Request for Report Card"
Roll Book—School Record of Attendance

School Shop Safety Report
Seating Plan
Shelter Drill Card or Chart
Student Organization Card
Student Program Card
Subject Class
Substitute Instruction Card or Sheet
Supply Order Card or Form (Supplies Needed)

Teacher Programs—Individual
Teacher's File
Telsol Machine
Textbook List
Textbook Receipt
Time Card
Transportation Forms—Pupils
Trips—Authorization Form

Glossary

Absence Forms for Teachers. There is an official form to be obtained from the school's payroll secretary. It is to be filed after the teacher's return to school following an absence for illness or personal business.

Another official form is also available for special cases of absence or non-attendance. See the payroll secretary.

Absence-from-Recitation Form. This is a school form—sometimes called a cut slip or cutting slip—to be sent to the appropriate office by a subject class teacher for students whose names are not on the absentee list and who are absent from class without any acceptable explanation.

Absence From Recitation Date_____

_____ (Last Name) _____ (First Name) _____ (Off. Class Room)

Reported for Absence from_____ on_____

_____ (Signature of Teacher)

Disposition: Check and officer in charge initial.

1. Absence from school _____
2. Change of program _____
3. Sick pass _____
4. Detained in an office _____
5. Late to school _____
6. Marked absent by error _____
7. Unexcused absence _____
8. Discharge or suspense _____
9. _____

FOLLOW UP!— *Interviewed by*_____ *on*_____

25-0910.00.4 (3800 pkg.) 3/73

Absence Note—Students. A student returning from absence is required to bring a signed note from his parent giving the reason for the absence. This note, in most schools, is given to the official teacher after having been signed by each subject teacher, and then kept on file.

Absentee List—Daily. Early in the day a list of absentees, based on the daily attendance reports from the official teachers, is sent to every teacher. A student who is absent from a subject class and who is not on this list should be reported as cutting (unless excused for some other reason).

Absentee Postal Card. The attendance office often sends a printed postal card notifying the parent of a student's absence. The card is usually sent on the first day of absence and on alternate days thereafter if the absence is unexplained.

Accident Report. An officially printed accident form must be filled in by the teacher if an accident occurs to a student or the teacher on or about the school premises. Regulations require the immediate report to the school office of any accident to student or teacher; statements of the teacher, the injured person and witnesses must be included.

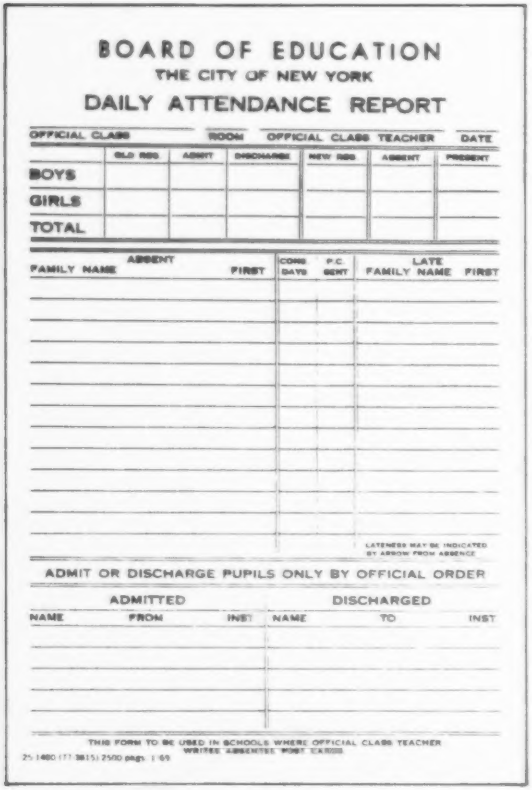
Admission-Discharge Slip (Authorization for Change of Register). In order to keep accurate account of students on each class register, the office usually sends the official teacher a printed slip notifying the teacher of any admission to or discharge from the official class.

Assembly Schedule. The assembly schedule may consist of two parts: the dates and topics or programs, and the rows in which each class is to sit. Stairways and entrances may also be included.

In some schools, assemblies are attended by official classes, in others by designated subject classes. In either case, the schedule will indicate the period or time of the assembly.

Attendance Periods. School attendance reports are submitted for 8 attendance periods during the school year. Since the school year extends for about 40 weeks, each attendance period covers about 5 weeks.

Attendance Report—Daily. Every day, on a form determined by the school, the official teacher must send to the office the attendance of the official class and/or the names of the absentees. This must be done by the end of the official period. The daily absentee list is compiled from the daily attendance reports. Often the teacher has a supply of mimeographed lists of all the students in his/her class; he/she circles the names of absentees. Schools on computer employ a variety of systems. Check with the Attendance Coordinator to be sure how your school operates.



BOARD OF EDUCATION
THE CITY OF NEW YORK
DAILY ATTENDANCE REPORT

OFFICIAL CLASS _____ ROOM _____ OFFICIAL CLASS TEACHER _____ DATE _____

	OLD REG.	ADMIT	DISCHARGE	NEW REG.	ABSENT	PRESENT
BOYS						
GIRLS						
TOTAL						

ABSENT FAMILY NAME	FIRST	CONS DAYS	P.C. SENT	LATE FAMILY NAME	FIRST

LATENESS MAY BE INDICATED BY ARROW FROM ABSENCE

ADMIT OR DISCHARGE PUPILS ONLY BY OFFICIAL ORDER

ADMITTED NAME	FROM	INST	DISCHARGED NAME	TO	INST

THIS FORM TO BE USED IN SCHOOLS WHERE OFFICIAL CLASS TEACHER WRITES ABSENTEE WHIT CARDS

2% 1480 (77 3815) 2500 pads 1 69

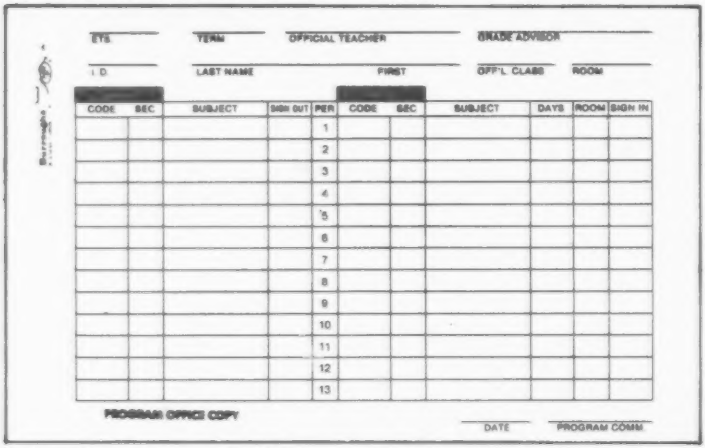
Audio-Visual Schedule. In order to provide for advance planning of the use of audio-visual equipment in designated places at specified times, schedules are prepared by the school or by departments in the school. Many schools have an audio-visual coordinator to perform this function.

Bell Schedule—Time Schedule. Each school sets up a time schedule for entrance, dismissals, official class or homeroom periods, recitation or subject periods, etc., along with the corresponding bell signals. When the schedule varies because of assemblies or some special situation, a different schedule is distributed for that day.

Building Map. To familiarize new teachers with room numbers, locations, and sites of special facilities (auditorium, library, cafeteria, etc.), each school usually provides a mimeographed map for each floor of the building.

Calendar—Weekly, Monthly, Term. The school calendar, usually issued each week or each month, lists the dates of special events and activities—some for informational purposes only, others because of necessary changes in time schedules or procedures. As a rule, there is also a calendar for the term.

Change-of-Program Form. A student who has been changed from one or more subject classes must present this form to the teachers whose classes he/she is leaving and to those whose classes he/she is entering. Usually the form has to be signed by each teacher involved.


BYS _____ YEAR _____ OFFICIAL TEACHER _____ GRADE ADVISOR _____

I. D. _____ LAST NAME _____ FIRST _____ OFF'L CLASS _____ ROOM _____

CODE	SEC	SUBJECT	SIGN OUT	PER	CODE	SEC	SUBJECT	DAYS	ROOM	SIGN IN
				1						
				2						
				3						
				4						
				5						
				6						
				7						
				8						
				9						
				10						
				11						
				12						
				13						

PROGRAM OFFICE COPY _____ DATE _____ PROGRAM COMM

Circulars. A great deal of official information is transmitted to teachers through general and special circulars issued by the Chancellor or his or her delegated representatives. There are also circulars issued by the school and by the district office.

Class Profile Sheet. This sheet contains an alphabetical listing of the students in an official class together with information on such matters as reading and arithmetic grades,

physical defects, personality traits and special problems. Copies are prepared by the homeroom or official teacher and distributed to subject teachers. The form is used mainly in the intermediate and junior high schools.

Class Record Book (#11 for Secondary Schools). The class record book or marking book is used to supplement the Delaney Book and Delaney Cards or, in some instances, instead of the Delaney Book. The subject teacher should keep written records in one or both of these books (class record and Delaney) of each student's test marks, classwork, homework, reports, etc. The written entries serve as a major basis for marks on the report card; also as supporting evidence for such marks.

Class Section Sheet; Class Section Book. The Class Section Sheet is employed in many junior high schools where some or all official classes travel as a unit (block programming). It is made out each morning by the homeroom teacher who enters the official class, the register, the attendance, names of absentee students, and names of students excused from attending certain subject classes.

The section sheet is carried from room to room by the class president or class monitor. The subject teacher uses it to check attendance, to list minor individual disciplinary infractions, to record individual or class commendations, and to enter a class mark for conduct and citizenship.

The entries on the section sheet are transcribed daily into the Class Section Book by the homeroom teacher. The section book is used to determine report card ratings in conduct, effort and citizenship.

Conference Notes—Conference Folder. A folder should be kept to contain the notes of faculty, department and other group conferences. These notes often include information and due dates to which teachers should refer.

Confidential File for Students. Where information about a student is highly confidential, a file is kept in the guidance office. The presence of such a file is indicated on the back of the student cumulative record card. Such files are

available only by permission of designated supervisory or guidance personnel.

Course of Study. The course of study contains the content of a particular curriculum area such as English, Spanish or biology, usually with recommendations for sequence of activities, materials, methodology and supplementary aids. As a rule, a citywide course of study is applied and implemented more specifically by a school course of study.

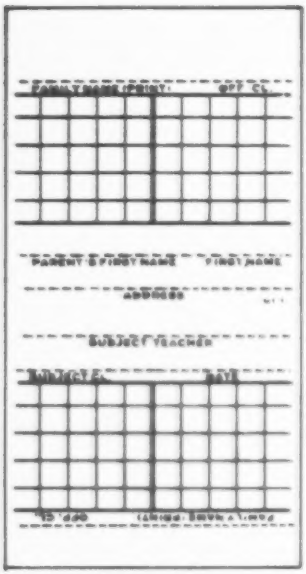
Curriculum Bulletins. The terms *curriculum* and *course of study* are sometimes used interchangeably although curriculum has a broader connotation. Some curriculum bulletins, for example, deal with special topics such as guidance or student government. These bulletins are prepared and issued by the Division of Curriculum and Instruction

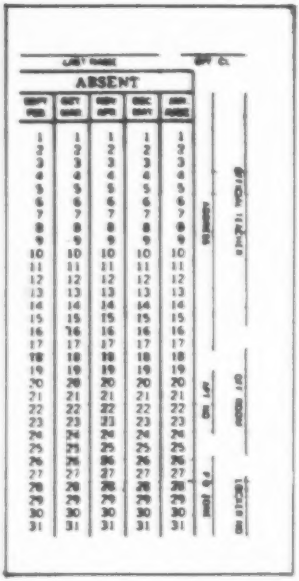
Cut Slip or Cutting Slip. See Absent-from-Recitation form.

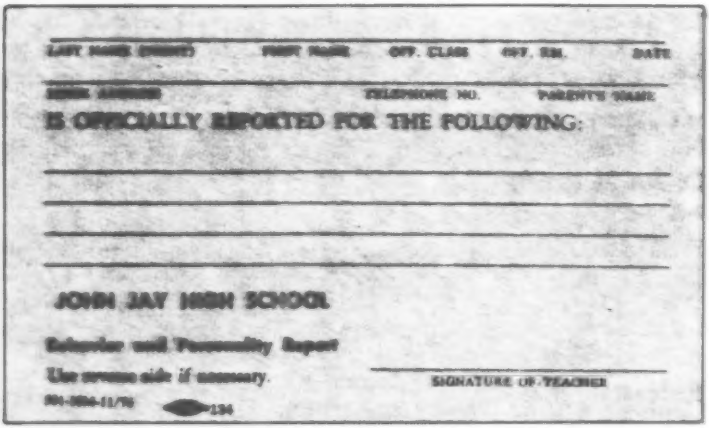
Delaney Book. This is a specially prepared book whose pages or leaves contain little pockets into which Delaney Cards can be inserted. The book is designed to serve as both a seating plan and record book or marking book for each subject class. Most secondary schools issue these books to all teachers along with sufficient Delaney Cards. One book contains enough pages to take care of all the classes on a teacher's program under normal circumstances.

Delaney Card. This small oblong card contains lines and boxes for a student's name, relevant information and data, and records of the student's marks and work. (See Class Rating Book.) The cards for each subject or recitation class are kept in the Delaney Book (see above).

Disciplinary Referral Card. An officially printed card or a school form is sent by the teacher to the appropriate supervisor or office when the teacher needs help in handling a particular student problem. The referral should include the specific problem or offense and previous measures taken by the teacher. Determine the "ladder of discipline" for your school by asking your supervisor.







Discipline Code. Check to find out if your school's discipline code is in printed form. Obtain a copy and read it carefully. Expect all students to be aware of these rules and regulations. Provide each student with a copy of the discipline code and review it in class together.

Early Excuse Pass. This form is to be signed by the parent and approved by the appropriate school official when the student gets permission to leave school early or arrive late—for example, to keep a clinic appointment.

Emergency Drills. Fire drills are classified as emergency drills. See Fire Drill Card posted in your classroom.

Employment Certificate (Working Papers). There are several types of employment certificates or "working papers": the Standard Employment Certificate for pupils from 16 to 18 who desire full-time employment; the Vacation Work Permit for pupils from 14 to 18 who are still attending school; and the Farm Work Permit for pupils from 14 to 16. Every school has official application forms for these certificates or permits, and administrators or counselors who handle them.

Fire Drill Card. A printed Fire Drill Card must be posted in every classroom. It gives the stairway number and exit to be used by a class in that room during a fire drill. The gong signals also posted for drills without outer clothing (*proceed to street immediately*) and with outer clothing (*return to official room first*).

G.O. Card. The student government or student organization in a secondary school is called the General Organization or the G.O. for short. All students who join by paying their dues are given a G.O. card.

Handbook. Many schools, in order to explain and codify school procedures and regulations, print their own handbooks. Some schools also print a student handbook. It is important for new teachers to get copies of any such handbooks.

Health Card or Cumulative Health Record. This record includes the health history, data on illnesses and health defects and other relevant health information. It is kept on file and up-to-date by a school health counselor. A teacher wishing to consult this record or get information from it should see the health counselor.

Home Contact Card or Form. This form contains the telephone number and address of the person or persons (usually the parent) to be contacted in the event of illness, accident or emergency. This information must be kept current for every student. The card or form is kept on file in a guidance or administrative office. Often, the Dean's Office and the Attendance Office are standard repositories for this information.

Homeroom or Homeroom Class. This term is often used synonymously with *official class*. A distinction sometimes made is that a homeroom period is a somewhat greater block of time used for guidance or special activities. However, the homeroom and the official room are the same place and the homeroom teacher is also the official teacher.

Inventory Card for Books, Supplies, Equipment. These are officially printed cards for maintenance of inventories. In some instances, teachers are responsible for entries depending on the subject area and school regulations. Where the records are kept by the department, teachers are still responsible for their individual inventories, particularly with respect to books and equipment.

Late Pass. This is a form used by many schools, which a student must present when he is late to a class. Often it is used for students who are late to school in the morning. Their lateness is noted and they are then given a late pass to their official class or first period subject class.

LATE PASS

No.....

To be shown to official class teacher at or before close of session.

.....
Last Name First Name

Official Class.....

Official Class Teacher.....

Date.....

Time of Arrival.....

25-1520 (77-3865) 5400 pkgs. 4/68

Letters to Parents. Each school has its own procedures for a teacher who wishes to send a letter to a parent. Some schools have standard form letters which the teacher can fill out and sign.

Lost and Found Schedule. Inevitably there are articles of clothing or books or personal belongings lost and found in a school. Each school assembles such items in a given place and makes provision for students to seek their lost belongings at designated times. In many schools, the Dean's Office also serves as the lost and found.

Lunch Eligibility Form. To be eligible for free lunch, a student must establish financial need. An official form must be filled out and kept on file by the school for each pupil receiving free lunch.

Medical Card. This official card, kept in the medical office or health office for each student, is a Health Department record on which entries are made only by the school doctor or school nurse.

Nurse's Referral or Referral to Medical Room. When a student is not well or some medical problem arises during the school day, the teacher sends the student with a referral to the nurse or medical room. The school may use an officially printed slip or its own form.

Observation Report. All teachers are visited both formally and informally by their supervisors. After a formal visit, usually for a period or the greater part of a period, the supervisor confers with the teacher and then writes an observation report. This report includes commendations as well as recommendations for improvement. The aim of the report is to help the teacher evaluate and improve instruction. It is retained as a permanent part of your personnel file in the principal's office.

Official Class. Most teachers, in addition to their subject or recitation classes, have an official or homeroom class, with which they meet at the beginning and end of the school day. The teacher has various administrative responsibilities for

this group; for example, checking and following up on attendance, storing outer clothing for the day in the wardrobe or lockers, providing orientation and guidance insofar as time permits, and helping pupils with individual questions or problems.

Organization Sheet. Each school reproduces its own organization sheet listing the names, classes, rooms and special assignments of all teachers and other school personnel.

Out-of-Room Book. Many schools require students leaving the room to sign time-out and time-of-return. This practice enables the school, when necessary, to determine who has been out of a room at a particular time. The teacher also becomes aware of students who are leaving the room excessively.

Out-of-Room Pass. Each room has a pass—usually wood or masonite or heavy cardboard—which a student is required to carry when he/she leaves the room. No student should be out of the room without an official pass. Sometimes, the teacher has his/her own pass which is carried from room to room.

Parent Consent Slip. A parent consent slip (forms differ) is required for any student leaving the building for some supervised activity during the school day; for example, a class trip or a community project. These slips must be signed by the parent, collected in advance of the activity and kept on file.

Permanent Records—Pupil Cumulative Record and Folder. A permanent record card or cumulative record card is used to record data for every student during the time he/she is in the school: subjects passed and failed, marks, standardized test scores, family and personal data, school service, parent and student interviews, etc. This card is kept, along with other records and information, in a cumulative folder.

Plan Book. Teachers keep their lesson plans in a plan book which can be a looseleaf book or a binder. These plans must

194

be up-to-date and are subject to call by a supervisor at any time. In many schools, a supervisor will review plan books periodically in order to help the teacher to improve planning skills and, consequently, the quality of his or her instruction.

Student Program Card. Each student has an individual program card. He/she must have a copy of it with him/her at all times. The official teacher should have the individual program cards of all students in the class filed alphabetically. Other copies of individual student programs are kept on file in guidance and administrative offices.

BOARD OF EDUCATION
NEW YORK CITY

STUDENT SCHEDULE

BUREAU OF MANAGEMENT INFORMATION AND DATA PROCESSING

STUDENT NAME	STUDENT NO	SEX	GRADE	SECTION	CNSLR	TELEPHONE NO.

ADDRESS

SCHOOL NAME AND YEAR

PER	DAYS	BLDG	COURSE	SEC	DESCRIPTION	ROOM	SESS HR	SESS CRT
					DROP			
					ADD			
					AUTH BY			

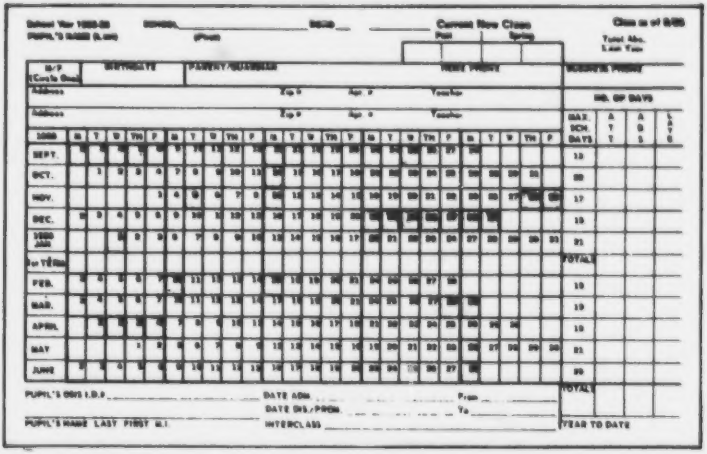
COURSE	SEC	DESCRIPTION	ROOM	BLDG	SESS HR	SESS CRT
					DROP	
					ADD	
					AUTH BY	

Recitation Class. Recitation class and subject class are used synonymously to designate a class in which a subject is being taught as distinct from an official class. Each school has its own code or numbering system to denote the grade level or term of the recitation class, the period when it meets and, in some cases, the ability level of the students in the class.

Repair, Request for. Each school uses the standard printed card or its own form to be filled out by a teacher who needs some repair in a room. In many cases, a clearly written note will suffice. The request is sent to a supervisor, to an administrative office, or directly to the custodian, depending on school regulations.

Report Card. Periodically a report card is issued to students with marks in each subject, times absent and late, and in many cases, a rating in conduct or citizenship. The report card must be signed by the parent and returned except at the end of the term or year when it is kept by the student. The marks and other data are also noted on the student's school records. (Many high schools issue computer-generated report cards. Special rules regarding parent signatures may apply.)

Roll Book—School Record of Attendance. The roll book is the official record of a student's attendance. It is a legal document; in fact, there are many instances where



roll books have been subpoenaed in court cases. Consequently the importance of keeping an accurate account, in accordance with official procedures, is paramount. Teachers may not delegate official entries on such records to

student-monitors. *All entries are to be made in ink and all corrections in red ink. There are to be no erasures.*

There are several standard forms, but one very commonly used in secondary schools is a card on which the pupil's cumulative record of attendance can be recorded from term to term. This card fits into a special loose-leaf binder which can hold enough such cards to accommodate a full official class. Thus a rollbook insert with the student's entire record of attendance can be passed from one official teacher to another from term to term.

School Shop Safety Report. Teachers of science and teachers in shops (vocational, business or industrial arts) are required to fill out and submit this official safety report every month.

Seating Plan. A teacher should have a seating plan for every class including the official class. The Delaney Cards can be arranged in the Delaney Book to serve as a seating plan for each group. Where Delaney Books are not available, the teacher should get printed forms if the school has them or else draw up forms on paper or cardboard. (This is a simple matter but a most important one.)

Shelter Drill Card or Chart. The school is required to hold several Civil Defense drills, called shelter area drills, each year. The signals for the drill and the station to which the class in each room must report is to be posted in every room.

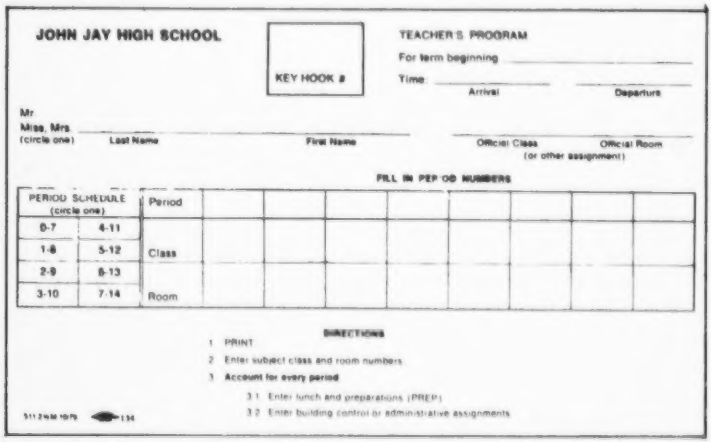
Subject Class. See Recitation Class.

Substitute Instruction Card or Sheet. This card or sheet is given to a per diem substitute when a teacher is absent. It contains the time schedule, the substitute's program for the day, the supervisor or office to report to, and other relevant information. Teachers should leave at least two lesson plans for each preparation with their supervisor so that they can be utilized by a substitute teacher in the event of absence. Upon the teacher's return to school the supply should be replenished.

Supply Order Card or Form ("Supplies Needed"). Each teacher submits the "supplies needed" card or an equivalent form periodically in accordance with school or department procedures. It is especially important at the beginning of the term or year when important items may be needed quickly. In most high schools, teachers request supplies from their supervisior, who is responsible for ordering for the entire department.

Teacher's File. Every teacher has a personal file in the Principal's Office containing records of assignment, records of attendance, ratings, observation reports, official communications and similar documents. This file is open to the teacher's inspection on request.

Teacher Programs—Individual, Department, School. Each teacher has an individual program consisting of official class or other assignment, subject classes, administrative or professional period assignment, preparation period. The school, and usually the subject department, also compiles and duplicates a listing of the individual teacher programs.



JOHN JAY HIGH SCHOOL

KEY HOOK #

TEACHER'S PROGRAM

For term beginning _____

Time: _____ Arrival _____ Departure

Mr
Miss, Mrs. _____
(circle one) Last Name First Name Official Class (or other assignment) Official Room

FILL IN PERIOD NUMBERS

PERIOD SCHEDULE (circle one)		Period								
0-7	4-11									
1-8	5-12	Class								
2-9	6-13									
3-10	7-14	Room								

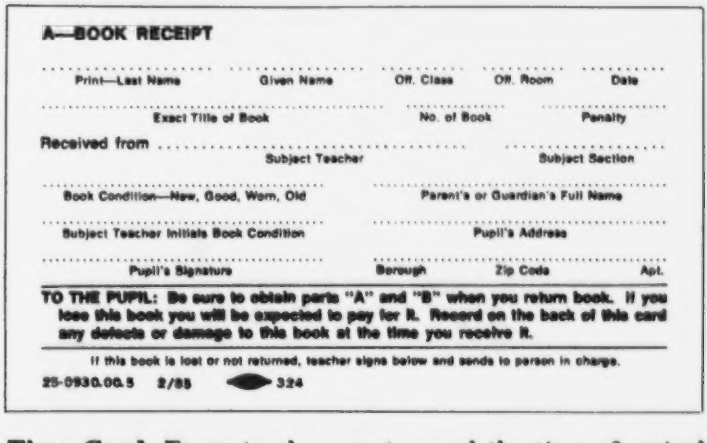
DIRECTIONS

1. PRINT
2. Enter subject class and room numbers
3. Account for every period
   - 3.1 Enter lunch and preparations (PREP)
   - 3.2 Enter building control or administrative assignments

Telsol Machine. This is an automated telephone dialer which may be utilized to contact students' homes. The assistant principal (administration) will be able to inform you of the procedures to be followed at your school.

Textbook Price List. When students fill out book receipts for their textbooks, the cost of the book must be indicated. Many schools or departments in schools issue a book price list to the subject teacher for this purpose.

Textbook Receipt. This is an officially printed form which must be filled out by every student receiving a text book from his/her subject or recitation teacher. The book receipts for each subject class are kept on file in accordance with school regulations.



A—BOOK RECEIPT

Print—Last Name | Given Name | Off. Class | Off. Room | Date

Exact Title of Book | No. of Book | Penalty

Received from ..... Subject Teacher | Subject Section

Book Condition—New, Good, Worn, Old | Parent's or Guardian's Full Name

Subject Teacher Initials Book Condition | Pupil's Address

Pupil's Signature | Borough | Zip Code | Apt.

TO THE PUPIL: Be sure to obtain parts "A" and "B" when you return book. If you lose this book you will be expected to pay for it. Record on the back of this card any defects or damage to this book at the time you receive it.

If this book is lost or not returned, teacher signs below and sends to person in charge.

25-0930.00.5 2/65 324

Time Card. Every teacher must record the time of arrival and departure by "punching" the electric time clock. The time card or time book is used to verify service for payroll purposes and to ascertain the arrival and departure of each teacher. Teachers may not delegate this personal responsibility to colleagues or others.

Transportation Forms. Most students in secondary schools, since they do not live within walking distance, are entitled to reduced-fare bus passes or train passes. Forms

must be filled out for these passes the first day of school. Each school gives teachers and students the necessary instructions.

Trips—Authorization Form. A teacher wishing to make a trip with a class or group must submit an official authorization form in duplicate to be approved by the principal and superintendent. This form enables you to make arrangements for free transportation. The form must be submitted at least two weeks before the intended trip. It is essential that a parent consent slip be returned by *every student* making the trip and kept on file.

Chapter Eight:
Three R's of Teaching

Responsibilities, Relationships, Rewards

The three r's of teaching are not basic skills like reading, 'riting and 'rithmetic, but they are fundamental considerations that will play a large part in your teaching career. They include *professional, social, personal* and *legal* aspects of your job.

Your Responsibilities

Your *general* responsibilities, such as class management, discipline, planning and teaching, have already been discussed. However, you will also have a number of *special* responsibilities.

Student Health and Safety

Accident or injury (seen by you or reported to you)

- If the accident or injury appears serious, notify the office at once. Send for help if you need it.
- Administer first aid, if warranted.
- Fill out an official accident report *even if the injury seems minor.* You can get the forms and instructions from a school secretary or other school official. Follow the same procedure if you are injured on the school premises, *for your own protection.*
- Remember that in addition to the importance of these measures for student welfare, you have a *legal obligation* to carry them out.

First aid (for illness or injury)

- You *should not* move the patient unless absolutely necessary; administer any medication or antiseptic; or attempt to remove foreign bodies from the eye.
- You *should* 1) try to control bleeding; 2) apply artificial respiration if needed; 3) clean wounds with soap and water and apply a sterile dressing; 4) keep the student quiet, warm and comfortable; 5) *get medical help if needed,* in accordance with school procedures; 6) notify the dean's office, or the nearest security guard, or an assistant principal.
- Again these actions are your *legal obligations.*
- However, if you don't know what you are doing, then do nothing other than summon assistance.

Student illness

- Determine whether there is a need for emergency measures such as notifying the office, seeking help, administering first aid.
- For routine signs of illness—fever, headache, nausea—send the student to the medical room or emergency room with a referral slip. If the student can walk but appears ill, have a classmate or an adult accompany him or her.

Emergency drills

• Know the stairways and exits for a *fire drill* in every room or area where you teach or supervise students. Know the signals for fire drills both with and without outer clothing.

• If you *discover a fire,* sound the nearest school alarm (you should *know its location*) and notify the office *immediately.*

Vital precautions related to student health and safety

• Be alert to hazards in a room—a broken window, a jagged projection, a wet section of the floor. Report such conditions *at once* to the assistant principal, administration or the custodian and secure the area, if necessary until the condition is corrected.

• Watch the ventilation, temperature and cleanliness of your classroom. *Keep students away from open windows and close them yourself.* Don't open windows from the bottom.

• Be alert to signs of student illness such as flushed face, head on desk, dizzy spell. Summon a health aide or health resources coordinator, if necessary.

• *Don't* send students outside the building on errands. You will be *legally liable* if anything happens to the student.

• *Don't* assign dangerous tasks to students like lifting heavy equipment or climbing to take down a poster.

• *Don't* leave students unattended. If you *must* leave your room, tell the teacher next door or a security guard. Wait until another adult is present before leaving.

• *Don't* leave the building except during your lunch period, unless you get official permission. Even though you are not teaching at the time, there may be an emergency or an emergency drill in which students are left unsupervised because you are out of the building.

• *Don't* do anything which can be legally interpreted as corporal punishment—pushing a pupil into line, making a pupil stand in the corner, etc. Such actions are in violation of specific Board of Education policy.

• Keep accurate records of attendance, cutting and room leaving, so that you can *establish legally* at all times whether any student was in your room or elsewhere. The school and the parents must know when the student is or is not where he/she is supposed to be.

• *Don't* detain students during their lunch period on your own initiative. No student should miss his/her lunch because of you.
• If you see a strange or suspicious looking person in the building without a pass, *let a security officer, dean or assistant principal know at once.*

Security of Money

• Caution students not to bring large sums of money or expensive jewelry to school. There is always the danger of theft.
• Don't tempt students by your own carelessness—showing that you have sums of money with you, leaving a pocketbook or wallet on your desk, etc.
• Don't collect money from students for any purpose without written approval from a supervisor. Usually there is a school form. Money that you collect should be given as soon as possible to a designated school official or placed in the school safe. Keep a record and get a receipt.
• If money is missing—yours or a student's—notify the appropriate supervisor at once.
• *Never* leave money in a desk drawer or closet, even if locked.
• Collections of money—for trips, class dues, etc.—must be officially authorized. Follow school policy regarding record keeping and disposition of collected funds.

Security of Personal Property

• Train students to take care of their personal property—pens, watches, etc.—and set a good example by your concern for your own belongings. Tell students not to wear expensive jewelry to school.
• In junior highs, have students deposit their outer clothing in the wardrobe and pick it up at dismissal in orderly and systematic fashion. Be sure that every student has his or her coat before you dismiss the class. Keep the clothing closet locked throughout the day. Inform the office at once if the lock is defective. In high schools, follow school policy.
• Insist that students take all belongings home with them at

the end of the day—clothing, books, etc. This is usually a school rule.

Security of School Property

- You should conserve books, supplies, equipment and other school property by training students in the care of these items, keeping careful inventories and checking on the return and condition of books or other articles used or borrowed by students (or other teachers).
- When you are not in your room and it is not being used by others, keep it locked. Do the same with closets and drawers.
- Official student records, such as *your rollbook and record cards,* should be kept under lock and key when not in use. *Don't take them home.*
- Be vigilant to the prevention of graffiti and identification of perpetrators.

Student and Parent Rights

Tests, marks and report cards. Students are entitled to a reasonable chance to get satisfactory marks. If too many students do poorly on your tests, you should appraise your tests and your instruction before you blame the students. Remember that no teacher can devise tests on which 65% is always a true passing grade. At times you will have to regard the test marks as raw scores rather than precise indices of achievement and either adjust the ratings or weight other factors more heavily.

Students should not have their *marks lowered for poor behavior.* There are separate ratings for conduct. Where misbehavior is part of a pattern of poor effort and work, the pupil should be failed; but where the misbehaving student is passing his/her tests and doing his/her work, he/she should be given the mark he/she has earned and a low rating in conduct.

Students may not be given automatic failing grades for absenteeism. However, class participation is a reasonable criterion for earning a passing grade.

Parents have the right to inquire about their children's grades and to be given reasons for the grades. They also should be informed *before* the issuance of the report card, if their children are doing poor work. Many departments have form letters which can be used.

In short, you are not responsible for passing every student, but you *are* responsible for giving every student a fair chance and for trying to help pupils who are not doing well.

Student records. Student records, including your class records, are confidential. Don't leave them lying around. Don't let students carry these records unless they are in sealed envelopes. You may discuss a student's record with the student or his/her parent but *not with other students and parents.*

You have the responsibility for respecting the privacy of a student's record and achievement. Don't make comparisons in talking to students or parents and don't discuss the problems of a student with any parent but his/her own. This is especially true of *confidential items* which should not be discussed even with other teachers. *Don't gossip about students.*

Religious beliefs. The Supreme Court has ruled that there should be no discussion in schools evaluating religious beliefs or personal aspects of religion and no action which can be interpreted as a form of religious observance, such as reading the Bible or singing a hymn.

Religious practices of students and staff should be respected at all times.

Professional Obligations

You should set a good example to your students in your dress and appearance, your manners and self-control, your speech, your social attitudes and your personal evidence of character.

You should cooperate with the school and your colleagues by *leaving word at the earliest possible moment when you*

expect to be absent. If you know several days in advance, as in the case of a scheduled medical examination, notify the office at that time. Where illness is sudden, telephone quickly. All schools have an arrangement whereby you can either inform a designated person the night before or *notify the school very early in the morning before students arrive.* In that way, the school can get a substitute for you; otherwise your students must be taken care of by your fellow teachers as an extra burden. Find out if your school is covered by the Teacher Absence Registry. If so, then you must call the registry, not the school, when you will be absent. The registry has a 24 hr. per day answering service.

Absence for personal business involves activities which cannot be completed in other than school hours and requires approval at least two days before the anticipated date. Ask the assistant principal (administration) to determine school policy for such applications.

The school or your supervisor may establish a policy or practice with which you disagree. You have the right, even the responsibility to express your opinion as an individual or as part of a group, but if the policy or practice is legal, you must observe it.

You also have a professional obligation not to criticize school policy, practices, or staff members to students, parents or outsiders, since these are professional matters to be settled within the school or school system.

After reading the section on records and reports, you know how important these are to the school and to the students. By preparing such items with care and accuracy and submitting them on time, you wil be helping your students, your colleagues, the school administration and yourself.

In addition to your teaching assignments, you may have an administrative or professional period assignment. You should report promptly for these duties and perform them to the best of your ability. Failure to do so will reflect on you, will inconvenience colleagues who are depending on you and may prove harmful to the students.

Keep in mind that you are a representative of the teaching profession and that the public image of your profession will be influenced by your utterances and actions, both in and outside of school. What is asked is simply good judgment and good taste while on the job.

Your Own Relationships

Your relationships with students have been explored in the chapter on discipline and touched on in other sections. Here your professional relations with other adults in the school setting will be considered.

Parents

Below are some basic concepts on which to build a good working relationship with the student's parents or guardians.

- Stress the common interest and goal that you and the parent have: the welfare and progress of the child.
- Make your approach positive: the strong points of the child; his/her potential; ways in which he/she can and should be helped.
- Where the student presents some problem, concentrate on measures you and the parent *can take together* to benefit the child.
- Reassure the parent that you like and respect the child.
- Don't just talk; *listen* as well, so that there is an exchange of information and ideas rather than a lecture by you.
- Where the situation is *beyond you,* a student you cannot handle and a parent who is apathetic or antagonistic, *refer* the situation to a counselor or supervisor.
- Treat parents as you would like *your children's teachers* to treat you.

Parent-teacher conferences

- Greet the parent or parents by name; have them sign the guest list.
- Express pleasure for the chance to discuss the student and his/her work.
- Give specific information on the student's standing and progress. Be definite but also be considerate and understanding.

• Have samples of student work on hand: homework, tests, reports, etc.; be prepared with records of test marks, class work and other relevant data.
• Encourage the parent to talk. Ask pertinent questions.
• Answer the parent's questions within the limits of your knowledge of the student.
• Close the interview gracefully. Summarize important points and thank the parent for coming.
• After the interview, jot down important points that you wish to record or remember.

> **Note:** These suggestions are designed to give you some orientation and a point of view. Your own school will probably provide you with detailed instructions for parent interviews.

• If an extended interview is required, arrange a follow-up appointment at a mutually convenient time.

Written communications to parents. Find out what your school's policies are about letters to parents. Aim at getting the parent to come in and see you. Stress the child's welfare, not his or her shortcomings. The less you put in writing to achieve the desired result, the better. Don't say anything that you wouldn't want quoted, or that may be misinterpreted.

When a parent writes to you and requests an answer, send a reply if there are no complications; otherwise try to have the parent come in for a conference. If the letter raises problems you cannot solve, consult with a counselor or supervisor.

Consider your correspondence with parents to be official documents which reflect on the school you represent. Edit this correspondence carefully and maintain a professional tone.

Student relations and parent relations. Good relationships with students are the surest means of having good relationships with parents. When parents feel that their children are benefiting from your guidance and instruction, they will listen to you and work with you.

The School Staff

The focus in this section will be on your working relationships rather than your social relationships. While both are important, what you need to know now is how the functions of various staff members relate to your position and your assignments.

Supervisors

The *principal* will have more contact with you in smaller schools than in larger ones. He/she is responsible for the overall supervision and administration of the school, but often you will be working directly with an intermediate supervisor—a *department chairman or an assistant principal.*

Your immediate supervisor will probably be an assistant principal charged with the supervision of instruction in a certain subject area, or group of subject areas. Other supervisors will work with you at times: the principal himself; supervisors of non-teaching duties, such as the assistant principal (administration) in a senior high school; etc. However, there will be *one* supervisor to whom you will chiefly be responsible and to whom you will go first with any problem.

The *superintendent,* although not in your school, supervises all the schools in your borough or district. He/she will visit the school on occasion and may ask you, along with other beginning teachers, to come to the district office for orientation sessions.

Non-teaching members of the staff

The *school secretaries* can often be helpful to you. The secretary for *teacher personnel* will advise you on salary and fringe benefits (sick leave, health plans, etc.). The secretary for student personnel may assist you with some aspects of student accounting. Some large secondary schools have a secretary in charge of *supplies.*

The *custodian* and *custodial helpers* take care of the school building. They ask that rooms be left in good order by teachers and that hazards or needed repairs be reported promptly. You should channel your requests for repairs through the assistant principal's office, in accordance with school procedures.

Paraprofessional staff is assigned to assist others in the classroom. They are extremely valuable in helping you to individualize instruction.

School aides perform many routine tasks which would otherwise have to be done by teachers; lunch duty, patrols, assistance with books and supplies, etc. Sometimes they are parents of pupils in the school. They are valuable members of the staff and should be treated as such.

There are others who provide services; for example the *school nurse* from the Department of Health. You should get to know who these persons are and when they are available.

Faculty members with special assignments

Every school has teacher-specialists or teacher-administrators who can help in your orientation and will work with you. The following are major examples:

- The *guidance counselor,* often assisted by teacher-counselors, deans, or grade advisers. Working closely with the guidance office is the *attendance coordinator.*
- Senior teachers who aid supervisors in administrative matters and in orienting newcomers: the *assistant chairperson* in the secondary school, etc. There is also your *buddy teacher* to help advise you.
- Teachers with special functions such as special education resource room teachers, bilingual teachers, as well as teachers of reading, English as a second language and library science.
- Teachers with special administrative assignments in secondary schools such as the program chairperson, faculty advisers of student activities (clubs, teams, publications, student organization, etc.), transportation pass coordinators, bookroom coordinators, etc.

The United Federation Teachers (U.F.T.) policy committee meets regularly with the principal on matters related to the *Agreement between the Board of Education and the United Federation of Teachers* and other matters of school policy or teacher interest. The United Federation of Teachers has been elected by majority vote of all teachers in the school system as bargaining agent for the teachers and the official organization to represent all teachers. The chapter chairperson and the U.F.T. committee have been chosen by the U.F.T. members in the school. Membership in the union is voluntary. However, since the U.F.T. handles the Teacher's Welfare Fund, they are authorized to receive dues from all regularly appointed teachers whether they are members or not. You will find that there are supplementary benefits for members. Discuss it with your chapter chairperson.

All members of the staff

There are many unifying and diversifying factors affecting staff relationships: age, sex, marital status, race, religion, personal values, previous experience, etc. There are also factors of position or role, including license (supervisory, regular, substitute, non-teaching), nature of assignment and length of time in the school. Some of these factors plus your personal inclinations will influence your social relationships.

As for your professional relationships, they should be based not on diversities but on common problems and goals connected with the welfare of the pupils, the staff, the school and the larger community. This point of view will help you to work constructively with all your colleagues.

Your Rewards

Why become a teacher? There must be some cogent reasons. This manual has given you some guidelines for facing the challenges ahead: organizing a mass of routines, maintaining discipline, planning your lessons, teaching effectively, keeping various kinds of records, fulfilling a host of responsibilities and establishing working relationships. If so many people are willing to master these complexities and stay in the teaching profession, there have to be strong compensations—rewards that make the job of teaching satisfying and worthwhile. We should like to mention four of them:

Making a social contribution

A fundamental attribute of a profession is that it has significant social value. In the profession of teaching, you are making a vital contribution to society, not just the society of the present, but of the future. The skills, understandings and attitudes that you develop in pupils today will help to shape a better world of tomorrow.

Achieving personal satisfaction

Your satisfaction will come from several sources: the pleasure of watching children learn and mature under your guidance; a pride in slowly but surely mastering the "mysteries" of your profession; and the simple joy of teaching. This reward—this personal or psychic satisfaction—is the greatest of all. We hope that you find it soon.

Working as part of a team

Teaching is a team effort, and being part of the team is a rewarding experience. There may be times when you, like many other teachers, will gripe. But underneath the complaints will lie the certainty that you and your colleagues are working together to help the school and the students.

Gaining Personal Advancement

There are financial rewards as you progress in the field of teaching: pay increments every 6 months, increasing fringe benefits, pay differentials for additional education, chances for promotion to assistant principal. There is also the feeling of status you acquire as you grow in effectiveness and advance in your professionl.

Index

Absence forms, teacher, 175
Absence-from-recitation form, 64, 87, 175
Absences, student, 59, 64, 67
  authorized, 60
  notes, 175
  (See also Attendance)
Absences, teacher, 175, 199
Absentee list, daily, 64, 87, 175
Absentee postal card, 176
Accident report, 15, 102, 176, 194
Admission-discharge slip, 176
Aims (of lessons), 121-123
Announcements, 22, 35
Arrivals, student, 42, 82
Assembly schedule, 13, 31, 176
Assignments, 43, 51, 53, 56, 99
  (See also Homework)
Assistant principal (See Supervisors)
Attendance, 22, 27, 35, 45, 59, 63, 79, 82-83, 195
  early excuse pass, 182
  homeroom, 27, 105
  roll book, 27, 83, 105, 187
  (See also Absences)
Attendance period, 176
Attendance report, daily, 26, 83, 176
Audio-visual materials, 133-134
Audio-visual schedule, 177

Bell schedule, 13, 31, 177
Bilingual programs, 76
Blackboard (See Chalkboard)
Block program, students, 21
Board monitor, 63
Books (See Textbooks)
Buddy teacher, 6, 24, 204
Building:
  chart of, 11-12
  familiarizing, 10
  map, 178
Bulletin board, 14, 18, 31, 62, 90
Business education, lesson planning, 154-155

Calendars, 178
Career education, lesson planning, 160-161
Chalkboard, 14, 25, 40, 52, 92-93, 97, 134
Change of periods, 102
Change of program form, 178
Charge slip, 115
Circulars, 178
City-wide examinations, 79
Class management, 80-105
Class profile sheet, 23, 30, 178
Class record book, 67, 105, 179
Class secretary, 63
Class section sheet, 17, 45, 64, 87, 115, 179

Classroom:
bulletin board, 14, 18, 31, 62, 90
chalkboard, 14, 25, 40, 52, 92-93, 97, 134
displays, 14, 18, 90-91
furniture, 25, 40, 88-89
lighting, 40, 88-89
materials, 14, 41
physical conditions, 88-89
preparation of, 14, 25, 41, 52
storage facilities, 14, 92-93
temperature, 88-89
tidiness, 62, 90-91
ventilation, 25, 40, 88-89
Committee on the handicapped (COH), 75
Common branch license, 7
Conferences:
department, 6
faculty, 6
Conference notes, 179
Confidential file, 179
Conservation of public property:
books and supplies, 61, 197
electricity, 89
graffiti, 62, 91
room facilities, 61, 197
Course of study, 180
Curriculum bulletins, 14, 180
Custodian, 89, 204
(See also Repairs, requests for)
Cutting, 45, 59, 64, 86-87
(See also Absence-from-Recitation)

Delaney book, 14, 26, 41, 50, 67, 99, 105, 180
Delaney card, 44, 50, 54, 55, 67, 87, 99, 104, 180
Demonstrations, 55, 135
Department chair (See Supervisors)
Development of a lesson, 130-133
Developmental lesson, 149-151
Disciplinary referral card, 15, 180
Discipline, 28, 107-118
argument between students, 114
code check, 181
disappearance of teacher or student possessions, 115
general principles, 108-109
group infractions, 109-110
guidance and, 117
horseplay, 113
improper language, 113
individual offenders, 110-112
interrupting in class, 112
leaving room without permission, 114
refusal to do work, 113
talking in class, 112
teaching and, 117
variability of, 118
Dismissal, 33, 51, 57, 100
Displays, classroom, 14, 18, 90-91
Drills, emergency, 15, 48, 54, 100, 182, 195
Drills (lesson planning), 135-136

Early excuse pass, 182
Elections, class, 32
Emergency drills:
fire, 15, 48, 100, 182, 195
rapid dismissal, 48, 100
return to homeroom, 48, 100
shelter (take-cover), 15, 48, 100, 182, 195
Employment certificate, 82, 182
English as a second language (ESL), 76

Enrichment of lesson, 147
Equipment, specialized, 94
Evaluation, student (See Ratings, student)
Evaluation, teacher:
observation report, 184
Examinations:
Regents, 79
City-wide, 79
Execution of lessons, 146-148
Experiments, 135, 147

Fire alarm box, 101
Fire drill card, 182
Fire drills, 15, 48, 100, 182, 195
First aid, 15, 194
Foreign language, lesson planning, 167
Forms, 171-191
alphabetical list, 173-174
glossary of, 175-191

G.O. (General Organization) card, 182
Graffiti, 62, 91
Guidance, 36
discipline and, 117
Guidance counselor, 204

Handbooks, department, school and student, 14, 182
Health and safety, 17, 61, 65, 100-103, 182, 184, 194-196 (See also Emergency Drills)
Health card, 182
High school, organization of, 8
Holidays, 79
Home contact card, 183
Home contacts:
addresses, 32
letters, 184, 202
notes, 98, 99
report cards, 187, 197
Telsol machine, 187
Homeroom, 21-36, 183
attendance, 27, 105
daily routine, 35
materials and supplies, 26
official class, 184
organization of, 21, 23
period planning, 24
preparation for first day, 25
preparation for meeting, 23
purposes, 22
rapport with students, 34
room conditions, 25
Homework, 53, 56, 138-141
length of, 140
variety, 141
Hygiene, personal, 102, 103

Illustrative materials, 133-134, 147
Individual differences among students, 108, 142-144
Individual programs, students' 21, 64
Infractions (See Discipline)
Infractions, group, 109 (See also Discipline)
Infractions, individual, 110-112 (See also Discipline)
Instructional objectives (of lessons), 124-126
Interdisciplinary lesson planning:
communication arts and current events, 164
foreign language and culture, 166
speech and social studies, 162-163
Intermediate school, organization of, 7
Inventory card, 183

Junior high school, organization of, 7

Language arts, lesson planning, 156
Language Assessment Battery (LAB), 76
Late admit slip, 84
Late pass, 183
Lateness, 27, 42, 59, 63, 67, 84
  late admit slip, 84
  late pass, 183
Lesson planning:
  aims, 121
  business education, 154-155
  career education, 160
  demonstrations, 55, 135, 147
  development of a lesson, 130-133
  developmental lesson, 149-151
  drills and summaries, 135-138
  execution of, 54-55, 146-148
  experiments, 135, 147
  foreign language, 166-167
  general principles, 119-120 122-123
  homework, 56, 138-141
  illustrative materials, 133-134
  individual differences among students, 142-144
  instructional objectives, (of lessons), 124-126
  interdisciplinary lesson planning:
    (communication arts and literature), 165
    (foreign language and culture), 166
    (language and current events, 162-164)
  language arts, 156
  length of the period, 144
  materials, 55, 145
  mathematics, 158
  motivation, 127-128
  music, 168-170
  objectives of the unit, 145
  questioning, 55, 130-132, 146-147, 150
  review, 129
  science, 157
  social studies, 159
  suggestions for improvement, 153
  ultimate goals, 121
  variety of lesson, 149, 151
Letters to parents, 184, 202
Limited English proficient students (LEPS), 75
Locker procedures, 30
Lost and found, 184
Lunch eligibility form, 26, 32, 104, 184

Mathematics, lesson planning, 158
Medial summaries, 136
Medical card, 184
Motivation (for lessons), 127-128
Music, lesson planning, 168-170

Notebooks, student, 46, 61, 96, 97
Nurse, 204
Nurse's referral form, 184

Observation report, teacher, 184
Official class, (See Homeroom)
Open school night, 78
Opening ceremony, 35
Organization sheet, 185
Out-of-room book, 14, 99, 185
Out-of-room pass, 185

Paraprofessional staff, 204
Parent-teacher conferences, 78, 201

Parent consent slip, 185
Parents:
letters to, 184, 202
relationship with, 201-202
(See also Home Contacts)
Permanent records, students', 17, 23, 30, 105, 185, 198
Personal property, safeguarding, 70, 94-95, 196
Plan book, 14, 19, 41, 54, 70, 185
Principal, (See Supervisors)
Professional obligations, teachers', 198-200
Professional rewards, teachers' 206-207
Profile sheet, class, 23, 30, 178
Program card, student, 186
Program, teachers', 13
Public property, conservation of, 61, 89, 91, 197
Punctuality (See Lateness)

Questioning, 55, 130-132, 146-147, 150

Ratings, student, 17, 46, 67-68 72
character and personality notations, 17, 68
Reading levels, 143
Recitation class, 186
Record book, class, 179
Records, 171-191
(See also Permanent Records, students')
Referral forms, 115
Regents examinations, 79
Regulations, school, 15
Religious beliefs, 198
Repairs, requests for, 65, 187
Report cards, 78, 187, 197
Reports, 171-191
Requirements, basic student:
notebooks, 46
headings, 47
written work, 47
Review, 129
Roll book, 27, 63, 105, 187
Room pass, 14, 84, 99
Routines, teacher and student, 80-105

Safety, 65, 94-95, 100-103, 188
(See also Health and Safety)
Schedule:
assembly, 13, 31, 76
bell or time, 13, 31, 177
Schedule, teachers':
daily routine, 19
first day of school, 9
reopening of school, 5
(See also Routines, teacher and student)
School aides, 204
School based support team (SBST), 76
School property, 61, 197
School, regulations, 15
School secretaries, 9, 203
School shop safety manual, 95
School shop safety report, 95, 188
Science, lesson planning, 157-158
Seating of students, 30, 48-49, 188
Seating plan, 188
Secretary for teacher personnel, 203
Section sheet, class, 17, 45, 64, 87, 115, 179
Shelter drill card, 188
(See also Emergency Drills)
Social studies, lesson planning, 159-160
Special education, 75-76
Students:
ability levels, 142

absence note, 175
accountability, 98
age differences, 143
background and experiences, 143
class profile sheets, 23, 30, 178
confidential file, 179
drugs, 65
evaluation, 17, 46, 67-68, 72
guidance, 36
habits and attitudes, 60, 62, 66
health card, 182
health and safety, 17, 61, 65, 100-103, 182, 184, 194-196
individual differences, 108, 142-144
notebooks, 46, 61, 96, 97
participation in lessons, 147, 148
permanent records, 17, 23, 30, 105, 185, 198
personal hygiene, 102
preparation for class, 61, 96-97
program card, 186
rapport with, 28-29, 108, 116
rating of, 17, 46, 67-68, 72
reading levels, 143
registration of, 43
routines, 80-105
transportation forms, 26, 190
Subject classes, 37-74
classroom, 40
getting started, 42
materials, 41
organization, 39
special instructions, 57
Substitute instruction card, 188
Summaries and applications, 135-138
Superintendent, (See Supervisors)
Supervisors, 4, 5, 6, 9, 14, 16, 37, 38, 74, 110, 111, 153, 203
Supplies, 16-17, 26, 189
inventory, 66
Supply clerk, 63
Supply order card, 189

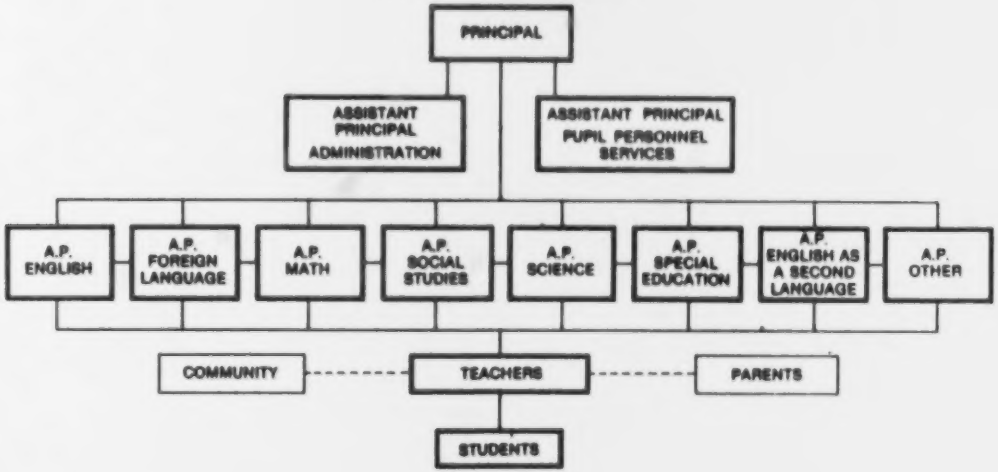
Teachers:
absence, 199
absence forms, 175
hours of service, 6
programs, 13, 39, 189
as role models, 109, 116, 117
routines, 19, 39, 63, 65, 80-105
special assignments, 204
Teacher's desk, 14, 70, 94
Teacher's file, 189
Telsol machine, 189
Testing, 72-74, 197
Textbooks:
effective use of, 71
inventory, 66
price list, 190
receipt, 190
(See also Curriculum Bulletins)
Time card, 190
Time clock, 19, 190
Time schedule, 177
Transportation forms, student, 26, 190
Tripe-authorization form, 191

United Federation of Teachers (UFT), 205

Variety of lessons, 149, 151

Wardrobe procedures, 30
Working papers, 182 (See Employment Certificate)
Written work, 47

ORGANIZATION OF A HIGH SCHOOL



Community School Districts